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ABSTRACT

Presented is information on current problems and issues in teacher education accreditation. It is explained that with establishment of the American Association of Teachers Colleges in 1927, standards and procedures for accrediting teacher education programs were developed to guarantee that the graduate of an accredited program would competently perform services for which he was specifically prepared. The present educational period is said to be characterized by conditions such as oversupply of teachers, and increased cost of education (and public response) that pose a challenge to standards and procedures in the accrediting process. Tabularly and textually presented is the history of accreditation in teacher education. Definition and purposes of accreditation in teacher education are discussed. Reviewed are the development, structure, and functions of the National Commission on Accrediting and the National Council for Accreditation of Teacher Education (NCATE). Standards are discussed in relation to curricula, faculty, resources, and facilities for basic programs and students. Considered are development and application of guidelines for teachers in specialties such as the professional standards/guidelines project of the Council for Exceptional Children. Included in appendixes, which comprise more than half the document, are nine documents which deal with such subjects as accreditation, health educational programs, criteria for accrediting agencies and association, and the Constitution of the NCATE. (MC)

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ACCREDITATION IN TEACHER EDUCATION

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ACCREDITATION IN TEACHER EDUCATION

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Introduction

This is not a statement of point of view nor a proposal for reform in the standards and procedures for accrediting teacher education in the United States. It is rather a presentation of selected information, with commentary, intended to supply the reader with some background against which to reflect upon current problems and issues in teacher education accreditation.

Since the middle of the nineteenth century when it became important to set criteria for classifying institutions as colleges and universities, questions fundamental to accreditation have persisted. With the established standards for admission of institutions to the American Association of Teachers Colleges in 1927, those questions took on character and scope with special reference to the preparation of teachers. Between then and now, standards and procedures in accrediting programs of teacher education have been markedly influenced by a number of major developments:

> ...vast increase in the kinds of specialties required in expanding and conducting educational programs for children and youth and a corresponding expansion of post-baccalaureate preparatory programs
>
> ...important changes in the number and types of institutions offering programs to prepare professional educators for elementary and secondary schools

...insistent demands for equality of educational opportunity for both producers and consumers

...a remarkable advance in the professionalization of teachers, both as individuals and as organized groups taking on professional stature and responsibility

...significant advancements in ways of researching educational practices and in the amount of knowledge about practice and about continuing preparation for it

...acceleration in the application of systems theory and technology to education at every level, including preparation of personnel to serve in schools

...great increase in the attention to formal education by governmental agencies at every level, with periods of both feast and famine in monies available

During these almost fifty years since the first list of acceptable institutions was published by the American Association of Teachers Colleges in 1929, intensive and serious work has proceeded in continuing efforts to make the result of accreditation be what it was intended to be: a guarantee that the graduate of an accredited program is competent to perform services for which he was specifically prepared.

The present decade, however, is characterized by conditions and developments, some of which are unprecedented and almost all of which call for fresh and uncluttered thinking about ways and means for improving accreditation of teacher education. Chief among the conditions are the so-called over-supply of teachers; the catapulting increase in cost of education and the public's responses to costs; the assertion of increased control by some governmental agencies on the one hand and by organized professional groups on the other; and the insistence that persons and institutions be held accountable for

their practice. Other developments like non-schooling or de-schooling society, voucher systems, teacher centers, and competency-based teacher education and licensure for all school personnel are also part of the contemporary scene. Such conditions and developments present a significant challenge to presently employed standards and procedures in the accrediting process. How that challenge will be met is still a matter for debate and subsequent reform.

Historical antecedents to the present standards and procedures used in accrediting teacher education programs ought not to be viewed as defining the parameters of functions and operation of accreditation today. But history can be informative, and those who would assume responsibility for reform had best be knowledgeable about past efforts and their consequences. Similarly, presently employed standards and practices in conducting accreditation need not dictate directions for reform. But they do represent the base from which modifications will be advocated and activated. Again, those who would engage in surgery by removal, implantation, or substitution had best be well informed about what it is they are intending to change.

The following sections of this paper are designed to provide some background, admittedly very limited by selection and space, for responsible leaders who work to improve the standards and procedures used in accrediting teacher education programs. A quick overview of the major antecedents to the present setting and operation of accreditation precedes brief consideration of what accreditation is and what purposes it is assumed to achieve. Information on the administrative

structure and assigned functions in the agencies currently responsible for setting and applying standards in voluntary professional accreditation of teacher education is presented in the next sections. Then a brief summary of the present standards is followed by examination of some problems and issues in contemporary operations in accrediting teacher education. Special comments with respect to the designing of guidelines or standards in specialized areas of teacher education are made in the final section. For those who need or want further information on items treated briefly here, selected resource documents (some by excerpts and some in entirety) appear in the appendix to this paper.

Historical Antecedents in the Governance and Operation of Accreditation in Teacher Education

Doubtless there were actions prior to late in the eighteenth century that contributed to the present setting surrounding accreditation, but for purposes of the non-historian the establishment of the Board of Regents in the State of New York in 1784 can be viewed as initiating a series of related steps leading very directly to current arrangements for the governance and operation of accreditation in teacher education. As noted in the following table of events, this century has seen continuous movement toward the present situation in which the governance and operation of accreditation in teacher education are dominant and serious concerns of many and diverse groups, both professional and non-professional.

Table 1

Antecedents in the Governance and Operation of
Accreditation in Teacher Education
1784 to Present

1784	Board of Regents, State of New York, established
1867	United States Bureau of Education established; developed definition of "college" and "university"
1870	First list of institutions defined as college or university published by U.S. Bureau of Education
1870	Department of Higher Education, National Education Association, established
1885	First Regional Accrediting Association established: New England Association of Colleges and Secondary Schools
1896	National Association of State Universities founded
1900	Association of American Universities founded
1904	American Medical Association established Council on Medical Education
1905	Carnegie Foundation for the Advancement of Teaching incorporated
1908	Flexner Study of Medical Education in the United States and Canada begun
1909	First regional accrediting program, North Central Association of Colleges and Secondary Schools, established
1910	Flexner report published
	Specialist in Higher Education added to U.S. Bureau of Education
1914	First list of colleges approved for pregraduate training of scholars published by Association of American Universities
1918	List of standards and data about 252 colleges of arts and sciences published by U.S. Bureau of Education
1927	American Association of Teachers Colleges established standards for admission of members
1928	AATC issued first list of accredited institutions

1948 AATC merged with the National Association of Colleges and Departments of Education and the National Association of Teacher Education Institutions in metropolitan areas to form the American Association of Colleges for Teacher Education

AACTE became the accrediting body for teacher education

1950 National Commission on Accrediting founded

1952 National Council for Accreditation of Teacher Education founded

Commissioner of Education, United States, directed to publish a list of accrediting agencies

1954 NCATE began to function as an accrediting agency

1956 NCA began publishing an annual list of accrediting agencies it recognized

1957 NCA adopted formal criteria for the recognition of accrediting agencies

NCATE amended to give higher education majority representation in governance, by action of NCA

1958 U.S. Commissioner of Education empowered to do quasi-accrediting through advisory committees where no recognized agency existed

1965 U.S. Commissioner of Education empowered to accredit programs himself if he found no appropriate agency

Mayor study of Accreditation in Teacher Education: Its Influence on Higher Education published by the NCA

1967 NCATE constitution amended to give higher education representatives larger majority on Council and Coordinating Board established, by action of NCA

1968 Evaluative Criteria Committee established by AACTE to develop standards for accreditation of teacher education

1970 Standards recommended by the Evaluative Criteria Committee, adopted and recommended to NCATE; NCATE adopted recommended standards

1972 National Education Association financial support of NCATE withdrawn

NCATE Coordinating Board established Work Conference of representatives of constituent agencies to seek resolution of problems of governance of accreditation in teacher education

1973 Work Conference of NCATE constituent agency representatives completed initial assignment:

Representatives of the NEA Task Force on Practicing Teacher Involvement in Teacher Education reported to their parent body, Representative Assembly, National Education Association (June 1973)

AACTE Task Force on NCATE reported to the parent body, Board of Directors, American Association of Colleges for Teacher Education (August 1973)

Work Conference reported conclusions to the Coordinating Board, NCATE (September 1973) and the Board moved to revise representation on the Council and Board, to place responsibility for standards development and review in the Council, and to initiate a study of accreditation in teacher education

The Council (NCATE) acted on recommendations of the Baord and called for action to specify details in implementation of Board recommendations (October 1973)

This table of events brings action with respect to governance of standards and processes of accreditation up to the present. It is readily apparent that the current negotiations deal less with substance of teacher education programs and assessment of consequences of those programs and more with fundamental questions of control of the profession via controlling power in selection, preparation, certification, assignment, and retention of practicing educators. It must be assumed that groups and individuals engaged in efforts to resolve issues and problems of control are motivated by sincere concern for the quality of education available to children and youth.

As suggested earlier, decisions about functions, structure, and administration of the accrediting process and about the standards to be used in that process are likely to be enhanced by clear definition of accreditation and purposes it is to serve. The next section provides help on arriving at such definitions.

Definition and Purposes of Accreditation in Teacher Education

At the outset it should be made clear that this paper deals with national accreditation of teacher education and not directly with state approval of programs to prepare teachers and other school personnel. The two operations--national accreditation and state approval--are variously interrelated, depending upon actions by state legal authorities, but they tend to have much in common. However, they also differ in significant ways. State approval (sometimes called state accreditation) is a legal or quasi-legal action permitting an institution to engage in professional preparation of teachers and, in some instances, such permission is accompanied by agreement that graduates from approved programs, with recommendation by the institution, will automatically be certified to teach. An institution may not engage in teacher education without state approval; but, an institution with such state approval need not have national professional accreditation, unless a particular state uses NCATE accreditation as the basis for state approval. National accreditation, on the other hand, is national rather than state, voluntary rather than mandatory,

non-governmental rather than governmental, and deals with institutions and general programs while state approval deals with specific programs within institutions. These differences between national professional accreditation and state approval are the subject of considerable deliberation and strong differences of opinion among persons now engaged in study of standards and procedures used in accrediting teacher education.

Another distinction must be made here before dealing with specific statements of definition and purpose. Each of six Regional Accreditating Associations has a Commission on Higher Education which establishes standards and procedures for accrediting colleges and universities in all matters except professional programs. In the particular instance of the profession of education, Regional Accreditation is presumed when NCATE accreditation of an institution is undertaken. Either the institution seeking NCATE accreditation is already accredited by the respective Regional Association, or both Regional and National Accreditation proceed simultaneously.

In the presentation of definitions and purposes that follows, it should be kept in mind that the focus is national, professional, non-governmental accreditation and it is not state legal approval nor regional accreditation.

Definitions

Accreditation . . . is the recognition accorded to an institution that meets standards or

criteria established by a competent agency or association.[1]

. . . is a non-governmental activity and is the closest American equivalent to the system of external examinations and government supervision of universities employed in other nations. . . . a method of protecting the public by identifying quality institutions and helping to maintain and raise institutional standards. It complements but differs from licensure or certification, where the states and some professions identify individuals who are competent to perform professional duties.
. . . is accountability for stewardship of a public trust and is another manifestation of the fundamental percept of democracy: liberty under law or freedom circumscribed by self-imposed restraints.[2]

Accrediting

. . . means the process whereby an agency or association grants public recognition to a school, institute, college, university, or specialized program of study which meets certain established qualifications and educational standards, as determined through initial and periodic evaluation.[3]

Accrediting Procedure

. . . includes (1) establishment of standards or criteria, (2) inspection of institutions by competent authorities to determine whether they meet the established standards or criteria, (3) publication of a list of institutions that meet the standards or criteria, and (4) periodic

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[1]Lloyd E. Blauch, Accreditation in Higher Education, Office of Education, Department of Health, Education, and Welfare, 1959, p. 1.

[2]Frank G. Dickey and Jerry W. Miller, A Current Perspective on Accreditation, American Association for Higher Education, 1972, pp. 1-4.

[3]Accreditation and Eligibility Staff, Criteria for Nationally Recognized Accrediting Agencies and Associations, U.S. Office of Education, 1973, p. 1.

> reviews to ascertain whether accredited institutions continue to meet the standards or criteria.[1]

Purposes

The Preamble of the Bylaws of the National Commission of Accrediting incorporates the idea that accreditation serves an important function for society:

> . . . accrediting agencies have often been instruments for the maintenance of high educational standards; they have protected society against inadequately prepared professional and technical practitioners; they have aided licensing authorities and facilitated the transfer of students; they have been helpful to students and parents seeking to identify sound institutions; they have aided institutions in withstanding improper political or other non-educational pressures; and they have stimulated broad consideration of educational problems and issues of more than local concern.

In his comprehensive study of accreditation, Miller identified two primary functions that accreditation can and should serve:

> To identify for public purposes educational institutions and programs of study which meet established standards of educational quality.
>
> To stimulate improvement in educational standards and in educational institutions and programs of study by improving faculty and staff in required self-evaluation, research, and planning.[2]

Dickey, in his Annual Report to the National Commission on Accrediting, referred to Miller's statement of primary purposes, and commented:

---

[1] Lloyd E. Blauch, op. cit., p. 3.

[2] Jerry W. Miller, Organizational Structure of Nongovernmental Postsecondary Accreditation: Relationship to Uses of Accreditation, National Commission on Accrediting, 1973, pp. 89-95.

> accreditation is essential to protect society from mediocrity in the education process, students from being "hoodwinked," and the professionals from being downgraded by the entry of ill-prepared practitioners. Furthermore, a profession has a social responsibility to assure society that its present and future membership will be adequately educated and prepared to assume those responsibilities which society expects of the profession.[1]

The purposes and functions of accreditation, as reported by Christ-Janer in the study of selected health professions and the accreditation of their educational programs, are:

I.A Since the primary purpose of accreditation is to serve the needs of society by identifying those institutions or programs of study that meet acceptable standards of educational quality, accreditation should be sponsored and conducted only when there is a demonstrable social need.

I.B In serving the needs of society accreditation should be soundly constructed and operated so that consideration is given to the interests of institutions, to their programs of study, to members of the professions, and others who have legitimate concerns with the educational process, as well as to the concerns and responsibilities of the government.

I.C The uses of the lists of accredited institutions, including the uses by the federal government and the various state governments, should be recognized in the conduct of accreditation; however, these uses should never be permitted to subvert accreditation from its intended purposes and the functions which it is capable of serving.

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[1] Frank G. Dickey, Accreditation: New Attitudes and Partnerships, Annual Report of the Executive Director to the National Commission on Accrediting, March 1, 1973, p. 2.

I.D Accreditation should be designed and conducted in such manner that it serves as a guiding influence in the development, improvement, and operation of institutions and their programs of study.[1]

According to the AACTE-NCATE Task Force, "National accreditation of college and university programs for the preparation of educational personnel in elementary and secondary schools serves five primary purposes":

1. National accreditation identifies those institutions which meet or exceed national standards of quality. State departments of education approve (or accredit) colleges and universities within their respective states to prepare educational personnel on the basis of state standards, which vary widely. National accreditation makes possible the application of uniform minimal standards.

2. National accreditation facilitates improvement in programs through the provision of criteria for program development. The influence of both process and national standards affects positively not only the institutions evaluated but also substandard institutions which seek criteria and means for program development. Accreditation serves as a stimulus for the continually rising level of state legal requirements which NCATE uses as a basic prerequisite for national accreditation.

3. National accreditation provides an invaluable political force for securing resources and other support for teacher education within institutions.

4. National accreditation increases the quality of education provided for children and youth through the improvement of preparation programs.

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[1]Arland F. Christ-Janer, editor, Accreditation of Selected Health Educational Programs, Report of the Commission to Study Accreditation of Selected Health Educational Programs, Council on Medical Education, American Medical Association, 1972, pp. 17-23.

5. National accreditation provides a practical basis for reciprocity among the states in certifying professional school personnel.[1]

The preceding statements of purposes of accreditation represent rather consistent points of view as expressed in 1973. It is clear that beliefs about the functions that ought to be served by accreditation have not been modified to any substantial degree since the inception of the notion. For example, in 1959, Blauch summarized the purposes as follows:

> The basic purpose is to encourage institutions to improve their programs by providing for them standards or criteria established by competent bodies.
>
> A second purpose of accrediting is to facilitate the transfer of students from one institution to another.
>
> A third purpose . . . is to inform those who employ graduates of an institution, or who examine its graduates for admission to professional practice, about the quality of training which graduates have received.
>
> A fourth objective of accrediting is to raise the standards of education for the practice of a profession.
>
> It often serves as a support to administrative officers or a faculty who want to maintain high standards but face considerable local difficulty in effecting improvement.
>
> Finally, accreditation serves the general public, for it supplies to the layman some guidance on institutions he may wish to patronize.[2]

Included in the Introduction to the Standards for the Accreditation of Teacher Education, is a statement of four purposes which

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[1] AACTE-NCATE Task Force, Assumptions Undergirding Accreditation of Teacher Education, March 19, 1973.

[2] Lloyd E. Blauch, op. cit., p. 3.

national accreditation serves, according to the Council:

1. To assure the public that particular institutions--those named in the Annual List--offer programs for the preparation of teachers and other professional school personnel that meet national standards of quality.

2. To ensure that children and youth are served by well-prepared school personnel.

3. To advance the teaching profession through the improvement of preparation programs.

4. To provide a practical basis for reciprocity among the states in certifying professional school personnel.[1]

If such broad and worthy purposes are to be achieved through accreditation of teacher education programs, clearly the standards employed and the processes used must have validity, reliability, and rigor. The National Council for Accreditation of Teacher Education is the one agency approved by the National Commission on Accrediting to engage in the setting and enforcing of standards in teacher education programs. A brief look at the structure and purposes of both the Commission and the Council provides information essential to understanding the current situation with respect to accreditation in teacher education.

The National Commission on Accrediting: Development, Structure, and Functions

Development of NCA

As there was rapid increase in number and variety of organizations attempting to standardize procedures and

---

[1]National Council for Accreditation of Teacher Education, Standards for the Accreditation of Teacher Education, The Council, 1970, p. 1.

> policies in higher education, considerable discontent was expressed over both the duplication and the multiplication of inspections, reports, and labor required of the institutions and the rigidity of certain requirements.
>
> The National Association of State Universities in 1924 . . . appointed a committee to consider the matter and to confer with standardizing agencies about their activities.
>
> . . . . . .
>
> Another move in an effort to curb the accrediting agencies was made in 1938 when the Joint Committee on Accrediting of the Association of Land Grant Colleges and Universities and the National Association of State Universities came into existence.
>
> . . . . . .
>
> . . . the Joint Committee on Accrediting was transformed in 1949-50 into the National Commission on Accrediting.[1]

Structure of NCA

The Commission has two types of members: constituent and institutional.

It is financed by dues from members, amount depending on size of enrollment.

Each constituent member has six members on a Board of Commissioners which is responsible for policies.

The constituent members follow:

- American Association of Junior Colleges
- American Association of State Colleges and Universities
- Association of American Colleges
- Association of American Universities
- Association of Governing Boards of Universities and Colleges
- Association of Urban Universities
- National Association of State Universities and Land-Grant Colleges

One Representative from the Federation of Regional Accrediting Commissions of Higher Education also sits on the Baord.[2]

---

[1] Lloyd E. Blauch, op. cit., pp. 22-23.

[2] Frank G. Dickey, Accreditation: New Attitudes and Partnerships, Annual Report of the Executive Director, National Commission on Accrediting, 1973.

Functions of NCA[1]

1. Study and investigate present accrediting practices with a view to establishing satisfactory standards, procedures, and principles of accrediting, to correct abuses, and to support the freedom and integrity of our member institutions.
2. Define the accrediting responsibility of the several agencies.
3. Prepare and distribute a list of accrediting agencies whose policies and procedures are acceptable to the Commission.
4. Coordinate the activities of the approved accrediting agencies in order to avoid duplication and overlapping of functions and to reduce costs.
5. Cooperate with foundations, agencies of Government, and educational organizations with respect to matters of joint interest in the field of accrediting.
6. Establish, promote, or direct research programs for the purpose of improving methods and techniques of accrediting.
7. Collect and publish information on higher education pertinent to accrediting.
8. Establish a method or procedure whereby member institutions may present grievances with respect to actions of accrediting agencies.
9. Study, review and make recommendations with respect to State and federal legislation and rulings involving accrediting as well as the legal status and powers of accrediting agencies.[2]

The central function performed by the Commission on Accrediting with respect to accreditation of teacher education is its approval or disapproval of the agency, standards, and practices involved. As reported by Miller, NCA currently approves thirty-seven accrediting agencies.[3] The National Council for Accreditation of Teacher Education

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[1]See Resource Document, Procedures for Accrediting Education in the Professions, pp. 57-61, for Criteria for Recognized Accrediting Organizations.

[2]Constitution, National Commission on Accrediting.

[3]Jerry W. Miller, op. cit., pp. 166-172.

is the only agency approved by NCA to engage in accreditation of teacher education programs. Because questions about the control of accreditation are paramount in the present scene, it is relevant to examine the structure of NCATE as compared with NCA-approved agencies in other professions. (See Table 2, page 19.) Particularly pertinent are the further details about structure of approved accrediting agencies, as presented in Table 3, page 20.

The National Council for Accreditation of Teacher Education: Development, Structure, and Functions

Development of NCATE

> The American Association of Teachers Colleges was the first national accrediting body for teacher education. It established standards for the admission of members in 1927 and issued its first list of accredited institutions for teacher education in 1928.
>
> . . . . . .
>
> In 1948, the American Association of Teachers Colleges merged with the National Association of Colleges and Departments of Education and the National Association of Teacher Education Institutions in metropolitan districts to form the American Association of Colleges for Teacher Education. With this merger, the new organization became the national accrediting body for teacher education.
>
> . . . . . .
>
> Through the united efforts of the National Commission on Teacher Education and Professional Standards of the National Education Association, the American Association of Colleges for Teacher Education, the Council of Chief State School Officers, the National School Boards Association, the National Association of State Directors of Teacher Education and Certification, and the National School Boards Association, a new accrediting body in teacher education called the National Council for Accreditation of Teacher Education was formed. (1951-52)[1]

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[1] Lloyd E. Blauch, op. cit., pp. 203-204.

Table 2

Structure of the National Council for Accreditation of Teacher Education Compared with Organizational Elements of Thirty-seven Recognized Accrediting Agencies[1]

	0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24
Size of accrediting body				1	7	14	2	5	2	3	1	(1)	1
Educators from field being accredited		5	8	7	8	(6)	1			2			
Practitioners from field being accredited	15	10	8	(3)	1								
Lay public or other members	10	7	11	(5)	3		1						

( ) ———— National Council for Accreditation of Teacher Education

[1]From data presented on Table 7, Organizational Elements of Recognized Accrediting Agencies, Jerry W. Miller, Organizational Structure of Nongovernmental Postsecondary Accreditation: Relationship to Uses of Accreditation. Washington, D.C.: National Commission on Accrediting, 1973, pp. 166-172.

Table 3

Representatives of Practitioners[1] and Educators[2] on Official Accrediting Bodies

Fewer practitioners than educators	27 accrediting bodies[3]
More practitioners than educators	5[4]
Same number of practitioners as educators	5[5]

Notes: 1. Practitioners--persons engaged in professional practice in the field

2. Educators--higher education personnel engaged in preparation of practitioners

3. National Council for Accreditation of Teacher Education falls in this category

4. These five agencies are:

American Association of Nurse Anaesthetists
American Bar Association, Council of the Section of Legal Education and Admission to the Bar
American Optometric Association, Council of Optometric Education
American Osteopathic Association, Bureau of Professional Education
American Podiatry Association, Council of Podiatry Education

5. These five agencies are:

American Council of Pharmaceutical Education
American Dental Association, Council on Dental Education
American Library Association, Committee on Accreditation
American Public Health Association, Executive Board
American Veterinary Medical Association, Council on Education

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Data taken from Jerry W. Miller, Organizational Structure of Nongovernmental Postsecondary Accreditation: Relationship to Uses of Accreditation. Washington, D.C.: National Commission on Accrediting, 1973.

Structure of NCATE

Since 1954 when the National Council for Accreditation of Teacher Education was officially recognized by NCA as the single agency to accredit teacher education, the Council structure has undergone two major shifts and a third one is now in progress. The original composition of the Council and the composition as revised in 1957 and again in 1967 are presented in Table 4, page 22. Comments with respect to the current modifications follow.

Reference to Table 1 (page 5) will reveal that negotiations are now progressing on restructuring the official agency, NCATE. Composition of the Council and of the Board, as recommended by the Work Conference and acted on affirmatively by the Board and the Council, are shown on Table 5, page 23.

Although these recommendations have been accepted by the Council and by the Board of NCATE, they are not official at this time for three reasons: (1) a subcommittee of the Council is currently working on a set of criteria to be used in identifying organizations to be included in the "other" category, and implementation of the approved recommendations cannot take place until representation in that category has been determined; (2) since the recommendations require modifications in the Constitution of the Council, such constitutional revisions must be specified and approved by three-fourths of the membership before revisions become operative; and (3) consideration and approval by the National Commission on Accrediting is desirable before it is likely that a reconstructed NCATE can become a functioning agency.

Table 4

National Council for Accreditation of Teacher Education:
Membership on the Council and the Coordinating Board

Constituent Group	1954 Council	1954 Board	1957 Council	1957 Board	1967 Council	1967 Board	
American Association of Colleges for Teacher Education	6		7		10	7	(7 votes)
National Education Association	6		6		6	3	(3 votes)
National Association of State Directors of Teacher Education and Certification	3		1		1	2	(1 vote)
Council of Chief State School Officers	3		1		1	2	(1 vote)
National School Boards Association	3		1		1	2	(1 vote)
National Commission on Accrediting--Appointees			3				
Learned Societies					3		
	21		19		22	16	

Table 5

Recommended Composition of the National Council for Accreditation of Teacher Education and the Coordinating Board of the Council, October 1973

Constituent Group	Membership on the Council*	Membership on the Board**
American Association of Colleges for Teacher Education	1/3	1/3
National Education Association	1/3	1/3
Others, with stipulation that these organizations must be represented:	1/3	1/3
National Association of State Directors of Teacher Education and Certification		
Council of Chief State School Officers		
National School Boards Associations		

*The Council shall include 24 voting members, 8 from AACTE, 8 from NEA, and 8 from other organizations; the number of representatives on the Council in the third group--others--may be larger than 8, but only 8 votes shall be assigned the group.

**Board membership shall be in the same proportion as the Council, with lesser numbers in each of the thirds making up its composition.

Additionally, provision should be made for the contingency that the executive board and/or membership in any one or more of the constituent agencies might fail to accept the proposed modifications.

Functions of the Council and Coordinating Board

In the present by-laws of the Council, functions of that body and of the Coordinating Board are defined as follows:

Council	Board
adopts standards	reviews operations of the Council
develops policies and procedures for accreditation	receives annual budget of the Council
determines accreditation of teacher education programs	establishes financial support by constituencies
publishes an annual list of accredited programs	determines selection of learned societies members
establishes an appeals board	approves changes in constitution
adopts and amends bylaws	

It is important to note that the Council "adopts standards" but does not develop and review standards. The latter function was assigned to the American Association of Colleges for Teacher Education, and that Association has assumed responsibility for development of the present standards (through the work of the Evaluative Criteria Committee) and for review of standards (through the work of the Commission on Standards). Once standards have been developed or reviewed and modified by the Commission, they are presented for approval by the Executive Board of AACTE and from that Board to the Council for official adoption. In the current negotiations on control of

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[1] National Council for Accreditation of Teacher Education, Constitution and By-Laws, as amended 1967.

accreditation, it has been recommended that responsibility for the development and review of standards be delegated to the Council rather than to AACTE.

It is likely that other functions of the Council and the Board will remain somewhat constant, although greater emphasis may be placed on research, with perhaps a special subcommittee of the Council assuming major leadership for study. Need for close collaboration with all groups concerned with initial and/or continuing education of school personnel is clearly recognized, and it is assumed that plans will move forward to facilitate significant contributions by all groups to the functions and procedures of the Council.

The Council exercises its function of institutional accrediting through a series of steps, major ones of which are indicated here.

> An institution initiates a request for accreditation, having met the stated prerequisites for consideration by NCATE.
>
> The NCATE staff supplies institutional representatives with materials relevant to institutional preparation for evaluation by a visiting team and offers assistance when and if needed.
>
> Self study by the institution is undertaken, hopefully with wide involvement of students, faculty, administrators, and field personnel involved in the education of teachers and other school personnel.
>
> The NCATE staff proposes individuals to serve as members of a visiting team, drawing recommendations from pools developed by constituent organizations and general recommendations from the field. The institution seeking accreditation may react to the proposed team members, providing rationale for any changes suggested.

The institution submits a written report of its self-study, and supplementary materials relevant to describing, explaining, or justifying programs or program components.

The report is sent to members of the visiting team.

Visiting team chairman may (and usually does) make a preliminary visit to the campus to gather additional information, to verify certain points, to ask questions, etc.

The team spends several days on the campus, studying the program and its facilitators as a basis for further understanding and interpretation of the institutional report and arrives at some judgment about the adequacy of the program(s), using the standards as criteria.

Visiting team chairman submits a synthesized report of the visit to an Evaluation Board which considers the report and recommendations and takes action re accreditation.

Evaluation Board communicates its action to the Council where final and official action is culminated with regard to accredibility of the institution.

Any institution has the right of appeal and special structure is designed to handle appeal cases.

The above steps are gross in nature. Interim steps occur in all cases and in some instances, many more steps are taken in the process.

The Standards

The importance of the standards employed in the process of accrediting teacher education programs would be denied by no one. Use of poor standards (for whatever reason they were called poor) would be analogous to the product produced by superb steps in baking a cake with spoiled ingredients. Inadequate standards might, for example, result in intensive investigation of the number of books in

the library with no attention to their currency, relevance, or use and no examination of program to which they were attached.

Developed by a special committee through wide participation by hundreds of individuals and many groups over a three-year period, the present standards were approved by AACTE and recommended to the Council where they were adopted in 1970. The standards are organized around five major areas with separate and specially applicable subpoints for basic and advanced programs. The five areas are: (1) Curricula, (2) Faculty, (3) Students, (4) Resources and Facilities, and (5) Evaluation, Program Review, and Planning. Basic programs are defined as "initial or preservice preparation of elementary and secondary teachers, whether of four or more years in length and including MAT programs."[1] Advanced programs are "Post-Baccalaureate or other advanced programs for teachers taken subsequent to initial certification and entry into the profession and programs to prepare other professional school personnel, i.e., administration, guidance."[2] Statement of the standards follows:

I. Curricula for Basic Programs[3]

1. Teacher education curricula are based on objectives reflecting the institution's conception of the teacher's

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[1]National Council for Accreditation of Teacher Education, Standards for the Accreditation of Teacher Education, The Council, 1970, "Introduction."

[2]Ibid.

[3]See Resource Documents for complete statement of standards, including those for advanced programs. Statements presented here are those for basic programs only.

role, and are organized to include general studies, content for the teaching specialty, humanistic and behavioral studies, teaching and learning theory with laboratory and clinical experience, and practicum.

2. There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consists of studies in the symbolics of information, natural and behavioral sciences, and humanities.

3. The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils; and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.

4. The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral sciences.

5. The professional studies component of each curriculum for prospective teachers includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experiences.

6. The professional studies component of each curriculum for prospective teachers includes direct substantial participation in teaching over an extended period of time under the supervision of qualified personnel from the institution and the cooperating school.

7. In planning and developing curricula for teacher education, the institution gives due consideration to guidelines for teacher preparation developed by national learned societies and professional associations.

8. The design, approval, and continuous evaluation and development of teacher education programs are the primary responsibility of an officially designated unit; the majority of the membership of this unit is composed of faculty and/or staff who are significantly involved in teacher education.

II. Faculty for Basic Programs

1. An institution engaged in preparing teachers has full-time faculty members in teacher education, each with post-master's degree preparation and/or demonstrated scholarly competence, and each with appropriate

specializations. Such specializations make possible competent instruction in the humanistic and behavioral studies, in teaching and learning theory, and in the methods of teaching in each of the specialties for which the institution prepares teachers. There are appropriate specializations to ensure competent supervision of laboratory, clinical, and practicum experiences.

2. Members of the teacher education faculty have continuing association and involvement with elementary and secondary schools.

3. The institution provides conditions essential to the effective performance of the teacher education faculty.

4. Part-time faculty meet the requirements for appointment to the full-time faculty and are employed only when they can make special contributions to the teacher education program.

III. Students in the Program

1. The institution applies specific criteria for admission to teacher education programs; these criteria require the use of both objective and subjective data.

2. The institution applies specific criteria for the retention of candidates in basic programs who possess academic competencies and personal characteristics appropriate to the requirements of teaching.

3. The institution has a well defined plan for counseling students and advising students in teacher education programs.

4. The institution has representative student participation in the evaluation and development of its teacher education programs.

IV. Resources and Facilities for Basic Programs

1. The library is adequate to support the instruction, research, and services pertinent to each teacher education program.

2. A materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and is adequate to support the teacher education programs.

3. The institution provides physical facilities and other resources essential to the instructional program and research activities.

V. Evaluation, Program Review, and Planning in Basic Programs

1. The institution conducts a well-developed plan for evaluating the teachers it prepares.

2. The institution uses evaluation results in the study, development, and improvement of its teacher education programs.

3. The institution has plans for the long-range development of teacher education; these plans are part of a design for total institutional development.

Four important points must be made in connection with the statement of the standards. First, it is not assumed that the standards will be the most appropriate means for every institution to describe its programs. Indeed, it is rather assumed that some institutions will have innovative or experimental programs that require a different form for reporting and for evaluating. The committee responsible for the development of the present standards and the Council share a commitment to flexibility in their application and a desire to encourage and facilitate innovation.

A second essential consideration in viewing the standards is the fact that an institution requesting evaluation by NCATE for purposes of achieving accreditation of its teacher education programs must either first or simultaneously acquire approval by the appropriate Regional Accrediting Association. This requirement means that before a teacher education program is examined, the general quality of the institution, its faculty, financial support, and so on are judged

to be adequate. Hence, the standards used in evaluating teacher education programs do not encompass the entire institution and all its programs.

The third point to be kept in mind in examining the standards relates especially to I-7, calling for use of "guidelines for teacher preparation developed by national learned societies and professional associations." It is not required that all such guidelines be met in every institution. For the most part, such guidelines have not been developed with the intent of being part of a set of standards. They are just what the name says--guidelines. It is required, however, that teacher education personnel study respective guidelines, have bases for judging their applicability, and can present rationale for use or failure to use them. A manual that includes short-form statements of such guidelines from many societies and organizations is available from the Associated Organizations for Teacher Education.

Finally, and perhaps of greatest importance in considering the present standards, the five areas of the standards in their form and sequence represent a system in which intended outcomes are made specific (I), input of several types is described (II, III, IV), and output (V) is to be examined with results fed back into the system at whatever points are designated by findings. It is possible to interpret this systemic approach to the standards as suggesting that evaluation of graduates of a program (V) is in itself the best evidence of program quality. Although that interpretation can hardly be refuted, still until such time as procedures and techniques for evaluating

teaching and teachers are validated and reliable means for their use are established, it will be unlikely that standard V can be used in isolation from others.

Problems and issues in the development of standards to be used in accrediting institutions are severe. It is lamentable that the present ferment surrounding accreditation pays considerably more attention (in some cases, almost exclusive attention) to the control of the process than to the substance of the standards, their validation, and the reliability in their application to teacher education programs.

Some Problems and Issues

For a period of years following the founding of the National Commission on Accrediting, one of the central issues confronting the Commission was the debate about whether teacher education ought to be accredited. Seldon said:

> Of the many issues in the accreditation of colleges and universities, none has been more vexatious, complicated, and difficult of resolution than those related to the accreditation of teacher education. No field of accreditation has continuously required more attention on the part of the National Commission on Accrediting than teacher education; no field shows a greater lack of consensus among educators as to the proper approach to accreditation; and in no field have the issues of accreditation been argued as intently both within the educational institutions and among the numerous laymen concerned with the quality of education.[1]

In response to that statement by Seldon, Lanier provided brief

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[1]Foreword in John R. Mayor, Accreditation in Teacher Education: Its Influence on Higher Education, National Commission on Accrediting, 1965.

explanation as to why teacher education should be so troublesome in the Commission's early efforts to designate what should be accredited by whom.

> It is understandable that the problem of accreditation in teacher education should have been as troublesome to the National Commission on Accrediting as William K. Selden has suggested in the Foreword. The education of teachers is a social function that brings sharply into focus deep-rooted conflicts of educational values and institutional interests--both within and outside the field of education. Furthermore, society's control of this function is probably a matter of greater concern to more diverse individuals, groups, and institutions--within and outside the field of education--than is the case for any other profession.[1]

Both Seldon and Lanier were writing brief prefatory notes for the report of Mayor's study of accreditation in teacher education. Mayor reported "a number of complicating factors peculiar to accreditation in teacher education, and contributing to differences of opinion on whether there should be accreditation in this area, such as:

1. Programs in teacher education are offered by more colleges and universities than any other professional field of study.

2. Teacher education is dependent upon or related to more facets of a total institutional program than any other area of specialized accreditation.

3. There are philosophical differences regarding the best way to prepare teachers.

4. The liberal arts groups which have played a leading role in the regional accrediting associations have tended to question whether national accreditation of teacher education is needed.

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[1] Ibid., Preface.

5. There are some who ask if teaching is really a profession, and, if so, if it is sufficiently homogeneous at all levels to justify the existence of a professional accrediting agency.

6. There is greater diversity of specialization within teacher education than is true of any other professional field of study.[1]

Without doubt, Mayor identified some complicating factors. Too, criticisms have been frequent and continuous about the structure of the accrediting body, NCATE, the inflexible interpretation given to the standards, the inadequacy of visiting teams, the lack of rigor in final judgment of accredibility made by evaluation boards, the "busywork" of preparing voluminous written reports, and failure of the process to emphasize products of programs. All these have some basis in fact, and all can be denied by other facts.

Far more important problems are recognized now, however. They can be classified into three large categories: (1) evidence and relationships, (2) parity and power, and (3) competence and expertise. The first category can be summarized this way:

Selection and retention of students → Teacher education program → Teacher behavior → Pupil outcome

What evidence indicates relationships between:

classroom teacher behavior	and	pupil outcome?
preparation programs	and	teacher behavior?
students admitted and retained	and	success in program teacher behavior pupil outcome?

If valid and reliable data were available on these relationships, the

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[1] Ibid., p. 6.

task of developing standards, gathering and evaluating data on programs and their graduates would cease to be the almost impossible task that it seems to be at present.

The question of parity and power is relevant to the structure of the official accrediting body and its component parts, subgroups so to speak. It is primarily a question of allocation of representation to practitioners (those engaged in professional practice in the field) and to educators (higher education personnel engaged in preparation of practitioners). But it is also a question of distribution of representation or power among all those who participate in the education of teachers, especially the non-educationists. Finally, it is a question of the power of the public where concern is very great and where it is assumed that a real stake in education exists.

As shown on Table 3, page 20, in the thirty-seven officially approved accrediting agencies identified in the Miller study, twenty-seven include in their governing boards more educators than practitioners; only five include more practitioners than educators. The classroom teacher organizations, primarily NEA, are committed to a concept of profession which requires control over selection, preparation, licensure, assignment, and retention of their members. One implication of this commitment is that the balance of power must be in the hands of the practitioners. Since higher education personnel involved in the education of teachers find this imbalance inconsistent with their notions of who should control their work, the issue is drawn.

Another set of problems and issues is located in questions about

the competence required to discharge the various functions in the accrediting process and who possesses the required competence. For example, a visiting team is sent to examine a program or several programs in a large metropolitan university. What expertise is needed by members of that team? Or, the institution being evaluated has a major program in special education. What competence is essential to examination of that program?

Who is competent to develop standards for accrediting programs? What expertise is required of members of the Council who consider data from institutions and evaluation boards and make final judgments about accreditibility?

Most persons would agree that rather special competence is required in the many tasks of the accrediting process. But not all persons who have a right to parity and power also have the essential competence or expertise. Training of a very special order is a necessity if all who participate in the process are to have the needed competence to do the job well.

Development and Application of Guidelines in Specialties of Teacher Education: Comments for the CEC Professional Standards/Guidelines Project

Attention of those working on the Professional Standards/ Guidelines Project, The Council for Exceptional Children, is called to a particular item with regard to the standards and the processes used in applying them to institutional programs.

Use of Guidelines Developed by National Learned Societies and Professional Associations

National learned societies and professional associations with special interest in curriculum for the preparation of teachers have significant contributions to make to the improvement of teacher education programs. On the basis of extensive study and research, some of these organizations have developed guidelines for the preparation of teachers. It is expected that an institution will work out the rationale for its various teacher education curricula with due consideration given to such guidelines appropriate to the elements in the professional studies component. Due consideration means that the institution is acquainted with these guidelines and has critically examined them in relation to developing the teacher education curricula offered.

Standard: In planning and developing curricula for teacher education, the institution gives due consideration to guidelines for teacher preparation developed by national learned societies and professional associations.

Taking into account the major purposes of accreditation, the procedures employed in the process of accrediting teacher education programs, and the above statement of standard, the following suggestions seem to be warranted.

The guidelines being developed should be viewed as serving a stimulatory function primarily.

As stimulants to program evaluation and improvement, guidelines should be specific in principle but should offer a range of alternatives for program implementation; they should encourage innovation and experimentation.

Justification for each guideline should rest insofar as is possible on verified knowledge; the entire set of guidelines should have built-in insistence on continually augmenting the knowledge base.

Once guidelines have been developed and subjected to adequate field consideration, they should be presented for public review in a document, complete with guidelines, justification or rationale, proposals for action in their use, and means for evaluation of them. This document ought to be disseminated as widely as possible.

Institutions having major programs for the preparation of personnel to serve exceptional children should be advised of their rights and responsibilities in connection with the process of accreditation. For example, such an institution can insist that the Visiting Team include one or more members competent to examine special programs; can assert its right to present additional data and to appeal decisions made eventually by the Council.

The Council for Exceptional Children's special project on Professional Guidelines/Standards might develop procedures designed to provide critical services to institutions as time for accreditation is approached. Such services might include consultation on programs, provision of specially developed materials, and offers of help with respect to the Standards for Accrediting Teacher Education Programs and the procedures used by the National Council for Accreditation of Teacher Education.

Relationships of the Special Project and/or the CEC with the Associated Organizations for Teacher Education should be examined for their impact mutually; the CEC should use the ACTE as a vehicle for input into the entire accreditation system and make its values, beliefs, and concerns known in that channel as well as in others.

Persons on institutional campuses responsible for special education programs should be advised to extend and deepen their relationships with other parts of teacher education programs, and with other kinds of specialties. Otherwise, CEC and special education programs suffer in two ways: they fail to be beneficiaries of the "goods" in total institutional endeavors in teacher education and they fail others by not making their unique contributions to the improvement of all programs.

APPENDIX

Recommendations from

ACCREDITATION IN TEACHER EDUCATION: ITS INFLUENCE ON HIGHER EDUCATION

A Report by John R. Mayor to the National Commission on Accrediting 1965

General

1. There should be one national body or agency, not involved in the function of accreditation, not only to supervise, but also to schedule and coordinate all official accrediting visits to higher institutions.

2. In accrediting, a teacher education program should be evaluated in all of its aspects--general education, area of concentration, and professional education--and all agencies and their subgroups or committees responsible for evaluation of teacher education programs should be broadly representative of all segments of higher education having a responsibility for the education of teachers.

3. All persons with responsibility for accrediting teacher education should strive to make the operation of the accrediting agency a force for development of new and better ways of educating teachers, rather than a force for the maintenance of traditional or currently popular, patterns. Flexibility in the administration of programs, in all-institutional staff utilization, and in curriculums is essential.

4. In the accrediting of graduate work (a) standards and procedures should be formulated jointly by the Council of Graduate Schools, the Federation of Regional Accrediting Commissions of Higher Education, and the national agency in teacher education responsible for development of standards for the accreditation in this area; and (b) whenever possible persons involved in evaluating graduate programs for accreditation should be selected from a panel of evaluators named by the Council of Graduate Schools.

Accreditation by the States

5. The states should eliminate partisan politics from state accreditation.

6. The states should give increased financial support for teacher education, as part of a division of higher education in state departments, to provide for more staff of high quality and the employment of consultants, as qualified experts in evaluating teacher education programs and in counseling higher institutions, as well as in the formulation of state policies.

7. The states should provide regulations governing the establishment of new institutions of higher learning, in order to eliminate "diploma mills."

8. Federal and/or foundation support should be sought for NASDTEC-sponsored national conferences on teacher education and arrangements should be made for greater participation of the teacher education staff of state departments in national deliberation of ways of improving teacher education as a means of providing national leadership to the states, and from the states to the national level.

9. State departments of education should:

a. provide for the appointment of an advisory committee on teacher education in each state, with adequate representation of academic groups and the lay public, and establish close working relations in each state with academic societies, comparable with relations now existing between state departments and state education associations;

b. make more extensive use of the approved-program approach: (1) with flexibility, in working toward the relaxation of specific course and credit-hour requirements for certification; and (2) with attention to academic majors and staff qualifications in academic departments as a factor in state accreditation or approval;

c. give increased emphasis to provision for student teaching in teacher education programs;

d. provide for increased emphasis on quality of teaching in teacher education programs;

e. cooperate more fully with regional and national accrediting bodies;

f. make arrangements for collecting ratings by school authorities on graduates in teacher education to be used as one factor in state and national accreditation;

g. plan for administration of comprehensive tests as a factor to be used in the accreditation of programs by the state and/or national accrediting agency in teacher education.

Regional Accreditation

10. The Federation of Regional Accrediting Commissions of Higher Education should proceed as rapidly as possible with the task of making the associations' policies and practices more nearly comparable for the entire nation.

11. The regional associations should include on their higher commissions representatives of the scientific and learned societies and of the lay public.

12. Without necessarily reverting to minimum standards, the regional associations should give more emphasis to minimum qualifications of higher institutions for initial or continued regional accreditation.

National Accreditation

13. The constituent organizations of the national accrediting agency in teacher education should be limited to the American Association of Colleges for Teacher Education (AACTE) and the National Commission on Teacher Education and Professional Standards (NCTEPS).

The National Association of State Directors of Teacher Education and Certification (NAADTEC), Council of Chief State School Officers (CCSSO), and the National School Boards Association (NSBA) should be represented by one member each on the national accrediting body, to serve in a liaison capacity with full voting rights.

14. Financial support should be adequate to the needs of the national accrediting agency, with the bulk of the support coming from member institutions.

15. No less than two-thirds of the members of the council or governing body of the national accrediting agency should be persons who are on staffs of teacher education institutions.

16. No less than one-half of the members of the national accrediting or governing body should be from subject-matter disciplines, and at least three of these members should be named by the learned societies on a rotational basis.

17. The standards for national accreditation should be developed by the American Association of Colleges for Teacher Education, as an organization of institutions, working in consultation with other organizations concerned with teacher education and the standards so developed should be subject to the approval of the accrediting body.

18. Arrangements should be negotiated with the Federation of Regional Accrediting Commissions of Higher Education whereby the accrediting agency for teacher education and the regional associations can collaborate in evaluating the subject-matter departments involved in teacher education.

19. Within ten years, many of the present quantitative standards in the accreditation of teacher education should be replaced, at least on the undergraduate level, by qualitative standards.

20. A serious reevaluation should be made of the present three-level approach to accreditation of teacher education--visiting team, V and A Committee, and the Council--with a view to simplification of the process and provision for better communication among the three levels.

21. Provision should be made for the orientation of all who are selected for membership on evaluation visits to teacher education institutions, for service on V and A Committees, or for service on new committees.

Excerpts from

ACCREDITATION OF SELECTED HEALTH EDUCATIONAL PROGRAMS

Report of the Commission to Study Accreditation of Selected Health Educational Programs, 1972

Arland F. Christ-Janer

Accreditation . . . has in general been valued and acknowledged as a socially useful means of identifying educational programs of acceptable quality, as well as improving and upgrading the overall quality of education in health professional fields. At the present time, however, the accreditation for a number of health professions is not only being subjected to increasing public scrutiny and criticism from without, but ir also beset by serious internal problems, pressures, and tensions that threaten to undermine the ability of the accrediting process adequately to serve the public welfare. (p. 1)

The success of accreditation is heavily dependent upon the effective functioning of a critical educational mass which includes: (1) a body of professional expertise composed of individuals who devote a substantial portion of their time to teaching, and interact with each other to provide frequent checks upon professional performance, and (2) an educational organization and a set of procedures that can exercise adequate control over the quality of educational programs and provide reliable assurances regarding integrity of the credentials awarded to individuals. (p. 7)

Considered together, accreditation, certification, and licensure constitute a series of screening mechanisms designed to identify personnel thought to be competent and qualified to render medical care to the public. (p. 14)

The social desirability of using accreditation as a criterion for state licensure has as yet not been authoritatively analyzed. On the positive side proponents point out that the existence of national accreditation has: (1) relieved licensing boards of the expense and responsibility of mounting their own full-scale accrediting programs; (2) facilitated the mobility of health personnel across state lines; and (3) created uniform national standards for selected categories of health personnel. . . . Those who question the desirability of limiting eligibility for licensure to individuals who have graduated from accredited programs suggest that the requirement may have the effect of barring otherwise qualified individuals from practice. They also question the need for both accreditation and licensing examinations to judge the competence of prospective health

professionals and to guard the public against unqualified practitioners. (pp. 12-13)

Recommendations (Selected from Total List for Relevance to Teacher Education)

II.A Policies, procedures, and standards of accreditation should be established and applied on a national and uniform basis.

II.C Accrediting agencies should make provisions on both their visiting committees and their review committees for persons with various competencies, including those with intimate knowledge of the educational programs preparing individuals for the respective professional fields, as well as those directly aware of the concerns of students and prospective employers.

II.D The policies, practices, and standards of accrediting agencies should recognize the interdependence of elements constituting an educational institution, and, therefore, should give adequate attention to the total institution when considering one or more of its programs of study.

III.A All accrediting agencies and organizations should provide adequately in the process of accreditation for involvement of individuals concerned primarily for the public welfare, as well as for involvement of faculty and other educators, members of the respective professions, members of related professions, students, and employers.

The conduct of accreditation is dependent upon the existence of agencies or organizations that assume responsibility for the establishment of essentials or standards and for the application of these standards to institutions and/or their programs of study. With respect to specialized fields of study, the number of such separate agencies has increased as more types and levels of fields of study have been subjected to accreditation. In contrast, institutional accreditation has not been conducted by a correspondingly larger number of agencies, but is generally conducted by agencies that limit their activities to institutions located in defined regions of the country. The policies of these agencies, as well as their essentials or standards, have incorporated some noticeable inconsistencies.

To rectify these conditions and to insure greater coordination and effectiveness in the accrediting process, the following principles should be implemented with respect to the agencies and organizations directly responsible for the conduct of accreditation.

V.A The policies that apply to the conduct and operation of accreditation should be determined by national bodies which are responsive to the needs of the public and to the legitimate needs of all parties with special interests and responsibilities, and which are governed by boards of control that

1. include individuals who represent the interests of the public, and educators and practitioners who represent the institutions and the fields and levels of study subjected to accreditation by the respective bodies, as well as others who represent the interests of the complementary professions and/or occupations; and

2. provide for rotation and limitation of terms of office of its members.

V.B For purposes of coordination and efficiency, both in the conduct of accreditation and in the development and operation of educational programs preparing professional personnel, national bodies responsible for the accreditation of specialized programs of study should encompass within their jurisdictions the responsibilities for accrediting levels and fields of study that are related and complementary to each other.

V.C National bodies, which are granted authority to accredit specialized programs of study, should be empowered, in the pursuance of their authority, to

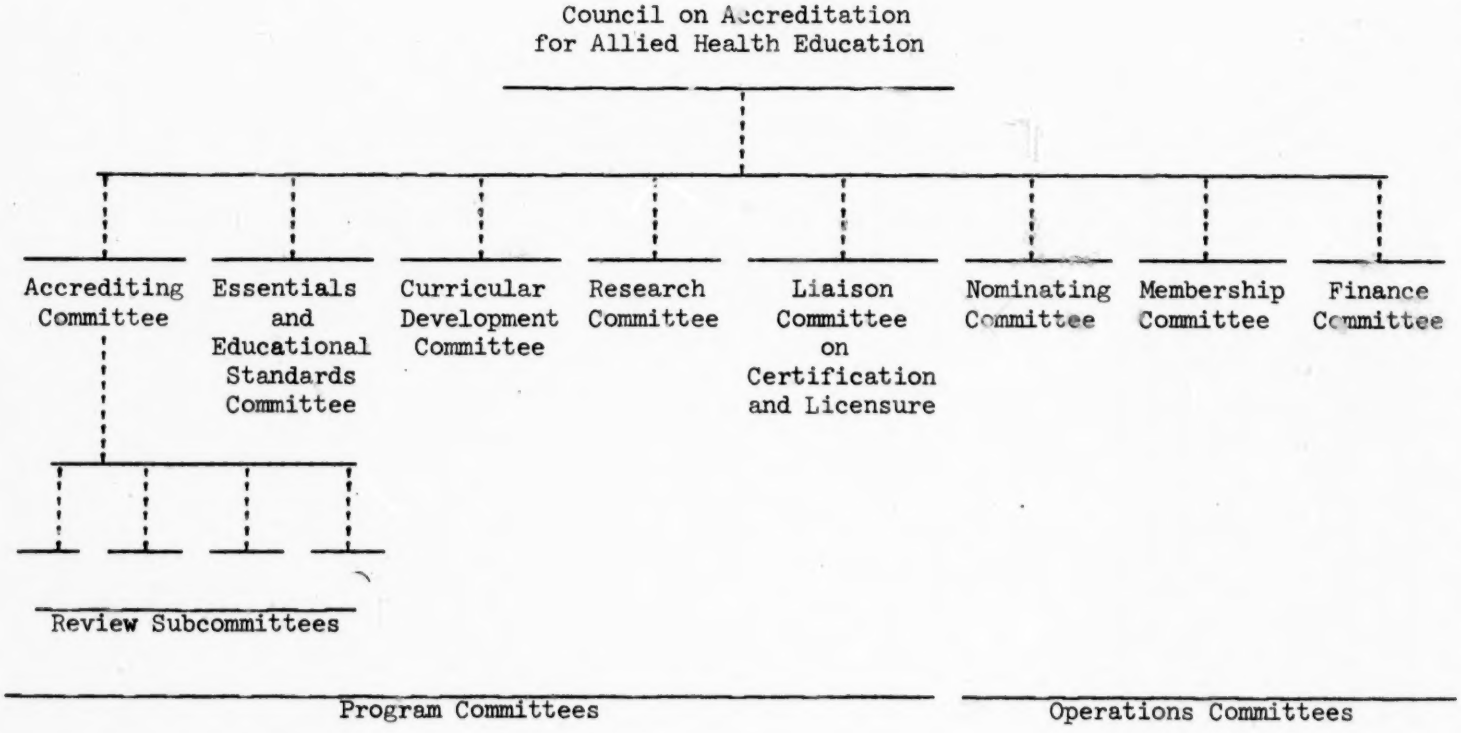
1. establish policies and criteria to which institutions and/or their programs of study will be expected to adhere in order to gain and maintain an accredited status;

2. conduct evaluations of and visits to institutions and/or their programs of study for purposes of accreditation upon invitation of the individual institutions;

3. decide and announce publicly the accredited status of institutions and/or their programs of study;

4. undertake and/or sponsor studies that will encourage improvements in the processes of evaluation, as well as in the educational programs within their respective areas of concern (see II.B and IV.B5); and

5. cooperate and coordinate their activities to the maximum extent with other organizations involved with accreditation and evaluation, especially those concerned with the education of related professional personnel.



Commission to Study Accreditation of Selected Health Education Programs, Arland F. Christ-Janer, chairman. COMMISSION REPORT, 1972. SASHEP, One Dupont Circle, Washington, D.C. 20036

Excerpts from

ORGANIZATIONAL STRUCTURE OF NONGOVERNMENTAL POSTSECONDARY ACCREDITATION: RELATIONSHIP TO USES OF ACCREDITATION

Jerry W. Miller
National Commission on Accrediting
1973

Chapter I

Introduction

Accreditation conducted by private, nongovernmental agencies and associations is the single most important indication of quality in postsecondary education programs and institutions in the United States. Consequently, the activities and decisions of these agencies and associations are of great import to American society, affecting its members and institutions in many ways. (p. 1)

1. What functions should nongovernmental accreditation serve for society?

2. Given these functions and accreditation's dependence upon professional judgment and expertise, what principles should characterize its organization?

3. What changes need to be made in the current organizational structure of accreditation to make it congruent with these principles?

Chapter IV

Development of a List of Functions of Accreditation and Statement of Principles Which Should Characterize its Organization

The list of functions which accreditation should serve or attempt to serve as determined by the Delphi participants is as follows:

Primary

1. To identify for public purposes educational institutions and programs of study which meet standards of educational quality.

2. To stimulate improvement in educational standards and in educational institutions and programs of study by involving faculty and staff in required self-evaluation, research, and planning.

Secondary

3. To assist in the development of processes and instruments to evaluate institutions and programs of study and their educational achievements.

4. To provide assurances regarding curricula, policies, practices, and requirements which enhance acceptance and cooperation and facilitate transfer of credit among a variety of types and levels of institutions.

5. To provide reasonable assurance that practitioners whose activities have a direct bearing on the public health and safety, or whose activities could cause irreparable harm to society, meet minimum educational standards upon entry into the profession.

6. To identify for public purposes educational institutions and programs of study which adhere to accepted ethical standards in business relationships with students.

7. To protect institutions and programs of study against external and internal interference by groups and individuals who seek to control, distort, or divert the educational function to serve partisan interests or purposes.

8. To identify for public purposes educational institutions and programs of study which are making efficient use of their resources in meeting their stated goals and objectives.

Desirable By-Products

9. To serve as a medium of communication for educational practices and ideas among institutions, individuals, and programs of study through widespread participation in the accreditation process.

10. To assist institutions and programs of study in obtaining resources needed to offer quality education by providing independent professional judgments.

11. To provide on a comparative basis information to the public about accredited institutions and programs of study.

Inappropriate or Unimportant Functions of Accreditation

1. To stimulate understanding and acceptance of a discipline, further its cause, and maintain a professional identity.

2. To enforce social policy as established by federal legislation.

3. To increase educational and employment opportunities in institutions for minorities and for females.

Principles Which Should Characterize the Organization of Accreditation

Philosophical Principles

1. Accreditation should serve no function which conflicts with the public interest.

2. Accreditation should be embraced in a national system, utilizing national standards and procedures.

3. Unless there are valid and compelling reasons to the contrary, accreditation should be sponsored by voluntary membership associations of peer institutions, with the accreditation activity organized in accordance with other principles enunciated in this series of statements. In cases where there are valid and compelling reasons why accreditation should not be sponsored by associations of peer institutions, educators should be extensively involved in the accreditation activities.

4. The policies, procedures, and standards of accreditation should be fully disclosed and developed as public business in open meetings; decisions regarding the accredited status of institutions and programs of study should be made in executive session with the information under consideration kept confidential.

5. There should be two types of accreditation, institutional and specialized. (a) Institutional accreditation should certify the overall quality and integrity of the institution. It should be adequate to serve the public interest except for programs requiring specialized accreditation for reasons stated in "b" as follows. (b) Specialized accreditation should be conducted for educational programs preparing practitioners whose activities have a direct bearing on the health and safety of the public or whose activities could cause irreparable harm to individuals or society.

Principles Relating to Coordination, Monitoring, and Supervision of Accreditation

6. Accreditation should be coordinated, monitored, and supervised by an independent nongovernmental body with membership from institutions, institutional accrediting agencies, specialized accrediting agencies, professional groups, and the public.

7. The membership of the national body to coordinate, monitor, and supervise accrediting agencies should be composed of one-third public representatives and two-thirds professional educators.

8. The national body should derive its authority from acting in the public interest.

9. The national body should enforce its decisions through the weight of public sanctions.

10. The national body should provide general leadership for nongovernmental accreditation through sponsorship and conduct of studies, and other activities designed to enhance the ability of nongovernmental accreditation to serve the public interest.

11. The national body should recognize agencies to grant institutional and specialized accreditation.

12. All types of postsecondary education accrediting agencies, without regard to types and levels of institutions they serve, should be considered for recognition by the national body.

13. The national body should develop its policies, procedures, and criteria for recognition in open forum, providing for input and discussion by accrediting agencies and interested members of the public.

14. The national body should finance its operations by means of a surcharge on accrediting fees and/or budgets of agencies it recognizes to grant institutional and specialized accreditation.

Principles Relating to Organization of Accrediting Agencies

15. The organization of the accrediting agencies the national body recognizes should reflect extensive use of professional judgment and expertise.

16. The organization of the accrediting agencies the national body recognizes should include laity who are capable of (1) contributing effectively to the accrediting enterprise and (2) relating the activities of the accrediting enterprise to the public interest.

17. Agencies recognized by the national body should reflect a willingness to abide by policies and procedures promulgated by the national body which coordinates, monitors, and supervises nongovernmental accreditation.

18. Agencies recognized by the national body should provide for implementation of due process guarantees for both rulemaking and the adjudicatory aspects of accreditation.

Excerpts from

ACCREDITATION: NEW ATTITUDES AND PARTNERSHIPS

Annual Report of the Executive Director
National Commission on Accrediting
March 1, 1973

Frank G. Dickey

Despite the wide variety of criticisms of accreditation, most educators agree that accreditation serves several important functions, the primary ones being: (1) the identification of quality institutions and programs; and (2) the stimulation of improvement. Stated differently, accreditation is essential to protect society from mediocrity in the education process, students from being "hoodwinked," and the professionals from being downgraded by the entry of ill-prepared practitioners. Furthermore, a profession has a social responsibility to assure society that its present and future membership will be adequately educated and prepared to assume those responsibilities which society expects of the profession. (p. 2)

As one of the first activities of the new organization, it is proposed that attention be directed in a concentrated and cooperative manner to the fundamental problem of markedly improving the methods of evaluating and judging quality in post-secondary education. . . . (p. 3)

It would seem that an excellent opportunity also exists to do similar studies (to validate standards) for professional fields, perhaps with more concrete and specific results. In these areas, the educational standards can be more directly correlated with graduates who possess an essential body of knowledge and skills. (p. 4)

Diversifying the control of a newly structured coordinating organization for accreditation would be in the best interests of postsecondary institutions because of the functions of accreditation. Several primary examples might be cited. First, the broader participation in the governance of accreditation would enhance the creditability of accreditation as an independent quality determiner. Second, such diversity of control would assist with the problems of accountability. Third, and perhaps most important, such a system of governance should assist in assuring that accreditation will remain a nongovernmental function, through serving as an effective balance between institutions on the one hand and federal and state regulatory activities on the other. (p. 5)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Higher Education

Accreditation and Institutional Eligibility Staff

January 26, 1973

Criteria for Nationally Recognized Accrediting Agencies and Associations

Preamble. For the purpose of determining eligibility for Federal assistance, pursuant to Public Law 82-550 and subsequent legislation, the U.S. Commissioner of Education is required to publish a list of accrediting agencies and associations which he has recognized to be nationally reliable authorities as to the quality of educational institutions or programs.

The Commissioner recognizes agencies only for the geographic area(s) or program field(s) specifically designated in each case. Recognition of an accrediting agency signifies the agency's compliance with the Criteria for Recognition.

As used in these Criteria--

(1) the term "accrediting" means the process whereby an agency or association grants public recognition to a school, institute, college, university, or specialized program of study which meets certain established qualifications and educational standards, as determined through initial and periodic evaluations. The essential purpose of the accreditation process is to provide a professional judgment as to the quality of the educational institution or program(s) offered, and to encourage continual improvement thereof;

(2) the term "agency or association" means a corporation, association, or other legal entity or unit thereof which has the principal responsibility for carrying out the accreditation function, and which is established pursuant to the laws of the United States or a State thereof;

(3) the term "regional" (see I.A.1) means the conduct of institutional accreditation in three or more States;

II. Responsible, as demonstrated by evidence that--

A. Its accreditation in the field in which it operates comprehensively serves clearly identified needs, and that its accreditation takes into account the rights, responsibilities, and interests of students, the general public, the academic, professional, or occupational fields, and institutions. Its purposes and objectives are clearly defined in its charter, by-laws, or accrediting standards.

B. It is responsive to the public interest

1. The agency or association includes representatives of the public in its policy and decision-making bodies, or in an advisory or consultative capacity that assures attention by the policy and decision-making bodies.

2. The agency or association publishes or otherwise makes publicly available:

a. The standards by which institutions or programs are evaluated;

b. The procedures utilized in arriving at decisions regarding the accreditation status of an institution or program;

c. The current accreditation status of institutions or programs, and the date of the next currently scheduled review or reconsideration of accreditation;

d. The names and affiliations of members of its policy and decision-making bodies, and the name(s) of its principal administrative personnel;

e. A description of the ownership, control and type of legal organization of the agency or association.

3. The agency or association provides advance notice of proposed or revised standards to all persons, institutions, and organizations significantly affected by its accrediting process, and provides such persons, institutions and organizations adequate opportunity to comment on such standards prior to their adoption.

(4) the term "institutional accreditation" applies to the total institution and signifies that the institution as a whole is achieving its educational objectives satisfactorily;

(5) the term "States" includes the District of Columbia and territories and possessions of the United States;

(6) the term "representatives of the public" (see II.B.1) means representatives who are laymen in the sense that they are not educators in, or members of, the profession for which the students are being prepared, or in any way are directly related to the institutions or programs being evaluated.

(7) the term "adverse accrediting action" (see II.C.6) means denial of preaccreditation status, of accreditation status, of renewal of accreditation status, or the withdrawal of accreditation or preaccreditation status.

CRITERIA

The following are the criteria which the U.S. Commissioner of Education will utilize in designating an accrediting agency or association as a nationally recognized authority as to the quality of training offered by the educational institutions or programs which it accredits.

The accrediting agency or association is--

I. Functional, as demonstrated by--

A. Its scope of operations

1. The agency or association is national or regional in its scope of operations.

2. The agency or association clearly defines in its charter, by-laws or accrediting standards, the scope of its activities including geographical area, types, and levels of institutions or programs covered.

B. Its organization

1. The agency or association has the administrative personnel and procedures to carry out its operations in a timely and effective manner.

2. The agency or association defines its fiscal needs, manages its expenditures, and has adequate financial resources to carry out its operations, as shown by an externally audited financial statement;

a. Its charges, if any, for the accreditation process do not exceed the reasonable cost of sustaining and improving the process.

3. The agency or association uses competent and knowledgeable persons qualified by experience and training, and selects such persons in accordance with nondiscriminatory practices (i) to participate on visiting teams, (ii) to engage in consultative services for the evaluation and accreditation process, and (iii) to serve on policy and decision-making bodies.

4. The agency or association includes on each visiting evaluation team at least one person who is not a member of its policy or decision-making body or its administrative staff.

Its procedures

1. The agency or association maintains clear definitions of each level of accreditation status and has clearly written procedures for granting, denying, reaffirming, revoking, and reinstating such accredited statuses.

2. The agency or association, if it has developed a pre-accreditation status, provides for the application of criteria and procedures that are related in an appropriate manner to those employed for accreditation.

3. The agency or association requires, as an integral part of its accrediting process, institutional or program self-analysis and an on-site review by a visiting team.

   a. The self-analysis shall be a qualitative assessment of the strengths and limitations of the institutions or program, including the achievement of institutional or program objectives, and should involve a representative portion of the institution's administrative staff, teaching faculty, students, governing body, and other appropriate constituencies.

   b. The agency or association provides written and consultative guidance to the institution or program and to the visiting team.

4. The agency or association has written procedures for the review of complaints pertinent to institutional or program quality as these relate to the agency's standards, and demonstrates that such procedures are adequate to provide timely treatment of such complaints in a manner that is fair and equitable to the complainant and to the institution or program.

C. It assures due process in its accrediting procedures, as demonstrated in part by:

1. Affording initial evaluation of the institutions or programs only when the chief executive officer of the institution applies for accreditation of the institution or any of its programs, and providing for the withdrawal of accreditation when the institution or program does not permit reevaluation, after due notice;

2. Providing for adequate discussion during the on-site visit between the visiting team and the faculty, administrative staff, students, and other appropriate persons;

3. Furnishing, as a result of the evaluation visit, a written report to the institution or program commenting on areas of strength, areas needing improvement, and when appropriate, suggesting means of improvement and including specific areas, if any, where the institution or program may not be in compliance with the agency's standards;

4. Providing the chief executive officer of the institution or program with an opportunity to comment upon the written report and to file supplemental materials pertinent to the facts and conclusions in the written report of the visiting team before the accrediting agency or association takes action on the report;

5. Evaluating, when appropriate, the report of the visiting team in the presence of a member of the team, preferably the chairman;

6. Providing the chief executive officer of the institution with a specific statement of reasons for any adverse accrediting action, and notice of the right to appeal such action;

7. Establishing and implementing published rules of procedure regarding appeals which will provide for:

a. No change in the accreditation status of the institution or program pending disposition of an appeal of an adverse accrediting action by the appeal body;

b. Right to a hearing before the appeal body;

c. Supplying the chief executive officer of the institution with a written decision of the appeal body, including a statement of specifics.

D. It has demonstrated capability and willingness to foster ethical practices among the institutions or programs which it accredits, including nondiscriminatory practices in admissions and employment, and fair and equitable student tuition refunds.

E. It maintains a program of evaluation of its educational standards designed to assess their validity and reliability.

F. It secures sufficient qualitative data regarding the institution or program which show an ongoing program of evaluation of outputs consistent with the educational goals of the institution or program.

G. It encourages experimental and innovative programs to the extent that these are conceived and implemented in a manner which ensures the quality and integrity of the institution or program.

H. It accredits only those institutions or programs which meet its published standards, and demonstrates that its standards, policies, and procedures are fairly applied, and that its evaluations are conducted and decisions rendered under conditions that assure an impartial and objective judgment.

I. It reevaluates at reasonable intervals institutions or programs which it has accredited.

J. It requires that any reference to its accreditation by accredited institutions and programs clearly specifies the areas and levels for which accreditation has been received.

III. Reliable, as demonstrated by--

A. Acceptance throughout the United States of its policies, evaluation methods, and decisions by educators, educational institutions, licensing bodies, practitioners, and employers;

B. Regular review of its standards, policies and procedures, in order that the evaluative process shall support constructive analysis, emphasize factors of critical importance, and reflect the educational and training needs of the student;

C. Not less than two years experience as an accrediting agency or association;

D. Reflection in the composition of its policy and decision-making bodies the community of interests directly related to the scope of its accreditation program.

IV. Autonomous, as demonstrated by evidence that--

A. It performs no function that would be inconsistent with the formation of an independent judgment of the quality of an educational program or institution.

B. It provides in its operating procedure against conflicts of interest in the rendering of its judgments and decisions.

In view of the criteria set forth above, it is unlikely that more than one association or agency will qualify for recognition (a) in a defined geographical area of jurisdiction or (b) in a defined field of program specialization within secondary or postsecondary education, but if two or more separate organizations in a defined field do seek recognition, they will both be expected to demonstrate need for their activities and that they collaborate closely so that their accrediting activities do not unduly disrupt the affected institution or program.

These criteria supersede the criteria previously promulgated by the U.S. Commissioner of Education on January 16, 1969, 34 F.R. 643-644.

LIST

The following list of nationally recognized accrediting agencies and associations includes organizations which have been determined by the U.S. Commissioner of Education to be reliable authorities as to the quality of training offered by educational institutions or programs, either in a geographical area or in a specialized field, and the general scope of recognition granted to the accrediting bodies. This list is published as required by the pertinent legislation and is based upon information currently available. Any other agency or association which desires to be included in the list should request inclusion in writing.

Each agency or association listed will be reevaluated by the Commissioner at his discretion but at least once every four years. For initial recognition and for renewal of recognition, the agency or association will be requested to furnish information establishing its compliance with the stated criteria. This information may be supplemented by personal interviews or review of the agency's facilities, records, personnel qualifications, and administrative procedures. No adverse decision will become final without affording reasonable notice and opportunity for a hearing.

Approved:_____ Disapproved:_____

Comments:

_____ _____

John R. Ottina
Acting U.S. Commissioner
of Education

Date

PROCEDURES FOR ACCREDITING EDUCATION IN THE PROFESSIONS
NATIONAL COMMISSION ON ACCREDITING
1967

Introduction

Accreditation in the United States can be a major means of defining, identifying, and helping to improve the quality of education. Thus it is important that the procedures adopted by accrediting agencies help accomplish the goals that accreditation should achieve.

The National Commission on Accrediting is an independent educational agency supported by nearly 1,450 colleges and universities to improve accreditation in higher education. To help its member institutions and the various accrediting agencies understand the procedures followed by each of these agencies, the Commission has prepared the attached series of reports.

These reports describe the accrediting procedures employed by the national organizations that are presently recognized by the National Commission for accrediting professional education in colleges and universities. Each report includes information on:

1. the structure of the accrediting agency,
2. its purposes in accrediting,
3. the process by which it develops its policies and standards for accrediting,
4. the general criteria by which it evaluates institutions,
5-10. the several steps by which it arrives at its accrediting decisions,
11. its reaccrediting process,
12. its accrediting fees, and
13. its relationship with regional associations that conduct institutional or general accreditation.

Much of the information in these reports is admittedly highly specific and detailed. But among its responsibilities, the National Commission on Accrediting is concerned that the details of accreditation aid the goals of accreditation. Hence its criteria for recognizing an accrediting agency state, among other factors, that the agency

should use questionnaires in its evaluation procedure that stimulate an institution to evaluate itself; that is should provide for adequate consultation between the visiting representatives of the agency and the faculty, staff, and chief administrative officer of the institution; and that it should charge no more than a reasonable fee for its accrediting services.

Some procedures are followed so generally by all accrediting agencies that they are not reported on the following pages. For example, all agencies regard as confidential their accrediting deliberations and reports and all information obtained during their accrediting visits. Disclosure of this information by a representative or member of the agency would be considered a breach of ethics.

On the other hand, the following pages demonstrate wide differences among accrediting agencies. In a majority of the professions, accreditation is conducted by professional societies, but associations of the professional schools themselves conduct accreditation alone in some fields, and autonomous groups or councils established by professional and educational organizations undertake accreditation in others.

These agencies vary in the number of institutions they accredit--from less than a score in public health education to nearly 500 in teacher education. They vary in the percentage of institutions they have accredited--from less than a half of those offering teacher training or courses in business to all that offer dental, medical, and public health training. They vary, too, in the complexity of their procedures and of their accrediting standards.

It should be noted that these reports emphasize procedures. They do not attempt to list or describe the specific standards that the agencies use to accredit educational programs. Information about these standards may be obtained from the agencies themselves at the addresses listed in the reports.

The National Commission on Accrediting is indebted to the executives of all of the recognized professional accrediting agencies for providing the information on which these reports are based and for reading drafts of the reports in several stages of preparation. The Commission hopes that the reports will prove useful to staff members and administrators in colleges and universities, accrediting agencies, and other organizations that have an interest in accreditation.

Code of Good Practice in Accrediting in Higher Education

Any organization conducting accrediting activities in higher education should follow the guidelines of the Code of Good Practice. Under this Code, the organization agrees:

a. to evaluate or visit an institution or program of study only on the express invitation of the president or his officially designated representative, or, when the action is initiated by the organization with respect to an institution already accredited by the organization with the specific authorization of the president of the institution or his officially designated representative; when an accrediting agency desires to visit and evaluate an accredited institution, failure by that institution to extend an invitation may be interpreted as an indication of lack of interest in a continuation of the accreditation;

b. to permit the withdrawal of a request for initial accreditation at any time (even after evaluation) prior to final action;

c. to recognize the right of an institution or program to be appraised in the light of its own stated purposes so long as those purposes demonstrably fall within, and adequately reflect, the definitions of general purpose established by the organization;

d. to consider a program or programs of study at an institution, including its administration and financing, not on the basis of a single predetermined pattern but rather in relationship to the operation and goals of the entire institution.

e. to rely upon the regional accreditation for evaluations of general quality of an institution;

f. to state relevant quality criteria for accreditation with respect to the principle of institutional freedom;

g. to use only relevant, qualitative and quantitative information in its evaluation process;

h. to assist and stimulate improvement of the educational effectiveness of an institution, and to this end to be prepared to provide consultative assistance which would be separate from the accrediting process;

i. to encourage sound educational experimentation and innovations;

j. so to design questionnaires and forms as not only to obtain information for the visiting examiners but also to stimulate an institution to evaluate itself;

k. to conduct any evaluation visit to an institution by experienced and qualified examiners under conditions that assure impartial and objective judgment, including representation from the staffs of other institutions offering programs of study in the fields to be accredited;

l. to avoid appointment of visitors who may not be acceptable to an institution; however, the accrediting agency should have final authority in the formation of committees;

m. to cooperate with other accrediting agencies so far as possible in scheduling joint visits when an institution so requests;

n. to provide for adequate consultation during the visit between the team of visitors and the faculty and staff of an institution, including the president or his designated representative;

o. to provide adequate opportunity for inclusion of students in the interviewing process during accrediting visits;

p. to provide the president of an institution being evaluated an opportunity to become acquainted with the factual part of the report prepared by the visiting team, and to comment on its accuracy before final action is taken;

q. to consider decisions relative to accreditation only after an opportunity has been given to the president to submit comment, as provided in p, and when the chairman of the visiting team is present or the views of the evaluation team are otherwise adequately represented;

r. to regard the text of the evaluation report as confidential between an institution and the accrediting agency, with the exception that it may be made available, by the agency which prepared it, only to other recognized accrediting agencies by which the institution has been accredited or whose accreditation it is seeking;

s. except as provided in r to permit an institution to make such disposition of evaluation reports as it desires;

t. to refrain from conditioning accreditation upon payment of fees for purposes other than membership dues or actual evaluation costs;

u. to notify an institution as quickly as possible regarding any accreditation decisions;

v. to revoke accreditation only after advance notice has been given to the president of an institution that such action is contemplated, and the reasons therefor, sufficient to permit timely rejoinder and to provide established procedure for appeal and review.

(Adopted April 1, 1967)

Criteria for Recognized Accrediting Organizations

The National Commission on Accrediting will recognize only one organization to accredit institutions in a defined geographical area of jurisdiction and one organization to accredit programs of study in any one field of professional specialization. In seeking recognition by the Commission, and in order to maintain recognition, an organization engaged in accrediting will be judged on the following criteria:

1. It is a voluntary, nonprofit agency serving a definite need for accreditation in the field of higher education in which it operates, and which is responsible to, and controlled by, institutions, except in special circumstances, that are--or are adjudged eligible to become--constituent members of the National Commission on Accrediting.

2. In the case of an organization concerned with a particular professional field of study, except in special circumstances, (a) it is engaged in accrediting programs of study offered primarily by institutions which are eligible for membership in one of the regional accrediting associations, (b) it makes continual and reasonable efforts to coordinate its accrediting procedures and information on visits with the several regional accrediting associations, and (c) it limits itself in accrediting to those professional

areas with whith it is directly concerned and relies on the regional associations to evaluate the general qualities of institutions. Willingness of organizations to communicate and share pertinent information with other accrediting organizations is essential to continued recognition.

3. The organization has an adequate organizational pattern and effective procedures, consistent with the Code of Good Practice in Accrediting in Higher Education, to maintain its operations on a professional basis and to make possible the reevaluation, at fixed intervals, of the various programs of study. Accreditation decisions should be made by groups have an appropriate balance of interests representing the institutional programs, the profession, and the public.

4. The organization has financial resources necessary to maintain accrediting operations in accordance with its published policies and procedures.

5. The organization publicly makes available: (a) current information concerning its criteria or standards for accrediting, (b) reports of its operations, and (c) lists of institutions with accredited programs of study.

6. The organization reviews at regular intervals the criteria by which it evaluates institutional programs of study, in order that the criteria shall both support constructive analysis and emphasize factors of critical importance.

7. The decision making process regarding accreditation should be adequately described, and the appeals procedures should be clearly stated. Both of these processes should be consistent with the Code of Good Practice in Accrediting.

8. The organization provides a means whereby representatives of the National Commission on Accrediting may review and consider with officials of the organization all of its accrediting policies and practices. The recognized organization agrees to file such reports as the National Commission on Accrediting, at its discretion, may require.

9. Except within the stated limits of the Code of Good Practice in Accrediting and items listed under Criterion 5 (above), all data, reports, and actions are confidential information.

10. The professional organization notifies the president of the institution when the organization plans to evaluate a program of study at an institution.

(Adopted April 1, 1967)

National Council for Accreditation of Teacher Education

CONSTITUTION
(As Amended October 1967)

Article I
Name, Purpose, and Principles of Operation

Section A This organization shall be known as the National Council for Accreditation of Teacher Education, hereinafter referred to as the Council.

Section B The purpose of the Council shall be the accreditation of college and university programs of teacher education in the United States.

Section C The Council shall seek to accomplish this purpose essentially through the application of standards to programs of teacher education. The work of the Council will include:

1. Adoption of standards and continuing development of policies and procedures for accreditation;
2. Establishment of channels through which the constituent organizations, teacher education institutions, and other groups may recommend changes in Council policies, standards, and procedures;
3. Determination of accreditation of programs of teacher education;
4. Annual publication of a list of institutional programs of teacher education accredited by the Council, together with the institutions in which they are located;
5. Establishment of an appeals board to hear institutional appeals from decisions of the Council;
6. Adoption and amendment of bylaws by a majority vote of a quorum at any official meeting.

Section D The Council will refrain from developing, between itself and the institutions it accredits, organic relationships comparable to those generally found in membership organizations which carry on accrediting functions.

Article II
Constituent Organizations and Coordinating Board

Section A The constituent organizations of the Council shall be:

1. The American Association of Colleges for Teacher Education (AACTE)
2. The Council of Chief State School Officers (CCSSO)
3. The National Association of State Directors of Teacher Education and Certification (NASDTEC)
4. The National Commission on Teacher Education and Professional Standards of the National Education Association (NCTEPS)
5. The National School Boards Association (NSBA)

Section B The constituent organizations shall exercise their responsibilities for accreditation of teacher education by:

1. Participating in the development of Council policy and procedures, budgetary review and constitutional changes through their Coordinating Board as indicated in Section C of this Article.
2. Naming members and providing consultants to the Council.
3. Providing financial support for the operation of the Council.

Section C A Coordinating Board of the constituent organizations (hereinafter referred to as the Board) is hereby established and shall be composed of sixteen (16) members selected in a manner and for terms of office determined by their respective constituent organizations.

1. Membership: The membership of the Board shall be constituted as follows:

   a. 7 members to be selected by the AACTE
   b. 3 members to be selected by the NCTEPS
   c. 2 members to be selected by the CCSSO
   d. 2 members to be selected by the NASDTEC
   e. 2 members to be selected by the NSBA
   f. The Chairman and the Director of the Council shall be ex-officio consultants to the Board.

2. Voting: The voting of the Board shall be constituted as follows:

   a. 7 voting members for the AACTE
   b. 3 voting members for the NCTEPS
   c. 1 voting member (and one alternate) for the CCSSO
   d. 1 voting member (and one alternate) for the NASDTEC
   e. 1 voting member (and one alternate) for the NSBA
   f. Actions of the Board shall be taken by no less than a three fourths (3/4) majority vote.

3. Functions: The Board shall exercise all the functions of the constituent organizations with respect to accreditation of teacher education by the National Council for Accreditation of Teacher Education not reserved to those organizations by Section B of Article II, and Articles VII and VIII of this Constitution, and shall:

   a. Establish its own procedures within the limits set by this Constitution.
   b. Review the operations of the Council and receive an annual budget presented by the Council, and establish an amount of financial support to be provided by or through the constituent organizations, or from other sources, for the operations of the Council. Within the total amount of funds available, the Council shall determine the allocations of funds to its operation.
   c. Establish procedures for the selection of three members of the Council on a rotation basis from among learned societies in order to assure membership on the Council over a period of time of scholars from the various disciplines involved in the education of teachers.
   d. Review biennially the policies and bylaws of the Council.
   e. Approve changes in the Constitution of the Council.

4. Meetings: The Board shall hold an annual meeting and such other meetings as may be called by the Chairman or by petition of eight (8) or more members. Expenses for attendance of voting members at meetings shall be paid by their respective constituent organizations.

Section D The Council shall consider all proposals from constituent organizations and the Board and set forth in writing its disposition of them.

Article III
Membership

Section A This Council shall be composed of twenty-two (22) members, selected in a manner to be determined by the appointing organization or agency, as follows:

1. Ten (10) by the American Association of Colleges for Teacher Education. These shall be members of college and university staff broadly representative of the various types of collegiate institutions and staff and faculty positions.
2. Three (3) by learned societies, at least two (2) of whom shall be faculty and staff members from institutions of higher learning. The Board will choose the societies which are to name Council members, rotating the choices so as to assure on the Council, over a period of time, the presence of scholars from the various disciplines involved in the education of teachers.
3. One (1) by the Council of Chief State School Officers (CCSSO).
4. One (1) by the National Association of State Directors of Teacher Education and Certification (NASDTEC).
5. One (1) by the National School Boards Association (NSBA).
6. Six (6) by the Executive Committee of the National Education Association from nominees submitted by the National Commission on Teacher Education and Professional Standards (NCTEPS). These shall be broadly representative of various fields and types of positions in teaching and administration.

Section B The term of membership shall be three (3) years except for appointees for unexpired terms. Regular terms shall begin on November 1 and end on October 31. Initially, the terms shall be staggered to provide continuity of Council membership.

Section C No appointee may serve more than two (2) consecutive terms. A term is defined as a full three-year appointment or as the unexpired portion of a term to which he may be appointed.

Section D Vacancies shall be filled by the appropriate organization or agency.

Section E Alternates officially certified by the constituent organizations may serve on the Council in the place of regularly selected members when the latter is unavoidably absent.

Article IV
Finance

Section A The Council shall establish appropriate policies and procedures to provide a financial basis in order to implement its purposes.

Section B The Council shall present an annual budget to the Board. The Board shall decide the amounts to be sought from each constituent organization and from other sources.

Section C The Council may, with the approval of the Board, seek support from foundations and other sources to supplement funds provided by the constituent groups. It may, with the approval of the Board, require visitation and/or sustaining fees.

Section D Within the limits of the resources assured by the Board and by other sources, the Council shall adopt and administer its own budget.

Section E The Council shall make an annual financial report to the Board within a reasonable time after the close of each fiscal year.

Article V
Officers and Committees

Section A The officers of the Council shall be a Chairman and a Vice Chairman. The Council shall appoint a Director who shall be the chief administrative officer of the Council and shall serve as Secretary-Treasurer and shall appoint such other staff members as required.

Section B There shall be an Executive Committee consisting of the Chairman and the Vice Chairman and six (6) additional members elected by the Council. Every constituent organization and at least one of the learned societies shall be represented on the committee. At least four (4) members of the committee shall be representatives of colleges and universities.

Section C The Chairman, Vice Chairman, and members of the Executive Committee shall be elected at the annual spring meeting of the Council and shall hold office for a term of one year beginning November 1, or until their successors are elected and take office. The Chairman and Vice Chairman shall be eligible to succeed themselves once. The term of office for officers and Executive Committee members shall be one year subject to re-election at annual spring meetings. The term shall begin on November 1 and end on October 31.

Section D The Chairman shall preside at all meetings of the Council and the Executive Committee and shall enforce the Constitution and Bylaws.

Section E It shall be the duty of the Vice Chairman to preside over meetings of the Council and the Executive Committee in the absence of the Chairman.

Section F The Executive Committee shall implement Council policies and transact the business of the Council during the intervals between meetings, and shall prepare and present recommendations to the Council. It may establish other committees to carry out the Council's business.

Section G The Director shall be the Secretary-Treasurer of the Council. He shall keep complete and accurate records of the proceedings of both the Council and the Executive Committee. He shall transmit to each member of the Council, to the Chairman of the Board, and to the executive officer of each of the five constituent organizations a copy of the minutes of each meeting of the Council and the Executive Committee, and shall report on the status of the budget to the Council and to the Board. He shall be bonded and shall issue checks upon the account of the Council as authorized by the adopted budget.

Article VI
Council Meetings

Section A The Council shall meet at least twice each year on dates to be determined by the Executive Committee or the Council.

Section B Special meetings may be called by the Chairman on approval of the Executive Committee by providing each member of the Council with a written notice.

Section C Robert's Rules of Order, Revised, shall govern the meetings of both the Council and the Executive Committee in all matters to which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

Section D Thirteen (13) members of the Council shall constitute a quorum for the transaction of business at a regular or a special meeting.

Article VII
Standards

Section A The Council shall be responsible for the adoption of the standards it applies to the accreditation process.

Section B Responsibility for carrying on a systematic program of evaluation of standards and development of new and revised standards shall be allocated to the AACTE. The AACTE shall insure the participation of representatives of institutions, organizations and fields of study concerned with teacher education, and the Council. The AACTE shall receive and consider recommendations about existing or revised standards from institutions which prepare teachers and from individuals and organizations concerned with teacher education.

Section C The Council shall adopt changes (other than editorial) in standards only after consultation with the appropriate representatives of AACTE.

Article VIII
Meetings with Representatives of Accredited Institutions and Related Organizations

Section A The Council shall, through the good offices of the constituent groups, make systematic provision for communication with institutions, organizations, and individuals having a stake in the accreditation of teacher education.

Section B The AACTE shall assume the responsibility for providing at its annual meetings opportunities for representatives of accredited institutions and other interested institutions and organizations to discuss problems relating to the accreditation of teacher education.

Section C The constituent groups may collaborate with the Council in holding additional regional or national meetings on accreditation of teacher education.

Section D The Council shall consider all formal proposals coming from such meetings and make known in writing its disposition of such proposals.

Article IX
Joint Meetings

A joint meeting of the Council and the Board shall be convened at any time upon the request of three fourths (3/4) of the membership of either organization.

Article X
Amending the Constitution

Section A Proposals for amending the Constitution (except as indicated in Section B below) must be approved by at least three fourths (3/4) of the members of the Council and by three fourths (3/4) of the members of the Board.

Section B If a proposed amendment would eliminate a constituent organization, such amendment shall not become effective unless ratified by that organization.

National Council for Accreditation of Teacher Education

BYLAWS
(As Amended, January 1967)

Section I

The following shall be the order of business, which shall be subject to temporary change at any meeting by a majority vote.

1. Call to order and roll call
2. Reading, correction, and adoption of minutes of previous meeting
3. Unfinished business
4. Reports of Committees
5. New Business
6. Determining the time and place of the next regular meeting
7. Adjournment

Section II

The Council may employ a Director to serve as Executive Officer of the Council and such staff as shall be necessary to perform the following duties:

1. To assist the Council in the development and pronouncement of policies.
2. To interpret these policies to the institutions involved, to the profession, to the legal agencies, and to the public through writings, speeches, interviews with the press and radio, and personal contacts.
3. To receive and process applications for accreditation.
4. To organize and direct the accreditation work of the Council in accordance with the policy of the Council.
5. To maintain and strengthen liaison with the regional accrediting associations and other professional agencies.
6. To administer the budget in accordance with the policy of the Council.

Section III

The Council may from time to time designate consultants to advise concerning policies and problems of the Council.

Section IV

The Council at its Annual Meetings shall adopt, upon recommendation of the Executive Committee and Director, an annual budget listing estimated income and projected expenditures in such detail as the Council shall deem proper. Once adopted, the budget may be modified by action of the Executive Committee provided that the total projected expenditures may not thus be increased. A revised budget for the current fiscal year may be adopted by the Council at any time, and the adoption of a budget constitutes authorization to the Director to make expenditures of funds for budget items up to, but not to exceed, the amounts specified for those items. The Executive Committee shall have an independent audit of receipts and disbursements made and reported by the Council immediately after the conclusion of each fiscal year.

Section V

The Council shall establish a Board of Review from outside its own membership consisting of five persons of recognized competence and unquestioned integrity to hear any appeal that may be made from a decision of the Council. In each instance of appeal, the Board shall select two additional members well acquainted with, but in no way connected with, the institution appealing, to serve as ad hoc members of the Board for that particular case. It shall be the function of the Board of Review to determine:

1. Whether the institution has had access to due process and whether it has been visited and judged by adequately constituted groups following a regular schedule in accordance with clearly stated principles.
2. Whether the pertinent facts of the case were collected and considered without prejudice or whether due process failed to reveal essential facts which might have influenced the decision of the Council.

It shall be the responsibility of the Board to report to the Council its specific findings and judgments with respect to (1) whether due process was available and was followed during the course of the accreditation visit, and (2) whether the pertinent facts were identified during the visit. It shall not be the responsibility of the Board to review the substance of the case nor the validity of the judgment of the Council. The Board shall make clear, however, in what ways it feels the validity of the decision has been placed in jeopardy by any conditions in any aspect of the evaluation process.

The Board may call such witnesses and review such materials as it thinks are germane to the appeal. The institution making the appeal shall bear such expense as the Board may incur in holding meetings, collecting information, and in developing its recommendations for the Council.

The recommendations and/or findings of the Board shall be considered by the Council at its next regular meeting and shall be made available to interested parties. The final decision and the disposition of the case shall rest with the Council, subject only to court action.

The regular members of the Board of Review shall serve for five years each, except that the term of one member of the original Board shall expire each year.

Section VI

Any University or College which has met the requirements for reporting, and visitation, which has paid its fees, and which has been judged to have met the Standards and has been favorably acted upon by the Council, shall be considered to be an accredited institution. The normal period of accreditation shall be ten years. An institution may be accredited for a period of less than ten years should the Council so decide. If, at any time, the Council shall have compelling reasons to believe that a reexamination is in order, it may request a reevaluation of the institution as a basis for continued accreditation. Accreditation shall cease if the University of College withdraws or is removed from the Accredited List. An institution may be removed from the Accredited List for:

1. Failure to meet Standards
2. Failure to take the steps necessary to maintain accreditation
3. Non-payment of Visitation or Sustaining Fees
4. Failure to submit required reports and/or other documents which are an essential part of the evaluation of an institution

Excerpts from

FOURTH SESSION--NCATE WORK CONFERENCE
June 23-24, 1973

XI. AACTE Report of Position Presented by Margaret Lindsey

The initiation in 1953 of the National Council for Accreditation of Teacher Education, including determination of its purposes, structure, and procedures, was the product of long-term experience and involvement of many persons from all segments of the profession. Since that time, examination of the Council and its operations has been continuous and modifications have been made in response to changing needs and conditions. Increasing confidence has been placed in the Council by those most closely affected and by the National Commission on Accrediting.

Examination of the Council and its current operations, in the light of present conditions, reveals some weaknesses that can and must be overcome. Nevertheless, the concept of voluntary accreditation and the general structure of the implementing mechanism, the Council, remain viable and strong.

Now is a time to reaffirm confidence in the Council and simultaneously to propose changes as warranted by study of its specific structure and operations. The following basic recommendations are presented as the result of deliberation by the Work Conference. Explanatory principles and supporting rationale for these recommendations are found in minutes of meetings of the Work Conference attached to this report.

1. Accreditation of teacher education at the national level shall continue to be voluntary.

2. The mechanism (vehicle) for conducting the voluntary accrediting processes shall continue to be the National Council for accreditation of Teacher Education, a national, nongovernmental, nonprofit and voluntary body of representatives from constituent agencies concerned with the improvement of teacher education in this nation.

3. The Council itself shall be composed of representatives from the total profession with membership allocated 1/3 to AACTE, 1/3 to NEA, and 1/3 to other organizations of professionals in education, including one public representative, elected by the Council. This recommendation is made with the assumption that a redistribution of representation would be matched by appropriate financial commitment on the part of those constituents who have

an ability to pay. The function of the Council is professional and consists primarily of conducting the accrediting processes, including employment and supervision of a staff.

4. Administrative policy, including finance, shall be set by a Coordinating Board, with membership allocated on the same basis as in the Council, that is, 1/3 to AACTE, 1/3 to NEA, and 1/3 to others. There shall be no duplication of membership in the Council and the Board, unless for unique reasons exception is proposed by an agency and accepted by the Council.

5. Development and continuing review of standards to be applied in accrediting institutions shall be the responsibility of the Council with specification that:

a. The subgroup assigned this responsibility shall consist of representatives from elementary and secondary schools and from higher education, with higher education personnel being in the majority.

b. Standards shall be ratified by the organization representing higher education--that is, AACTE.

6. Constituent representation on the Council and/or the Board carried obligation for financial contribution as appropriate and feasible for the agency and its role in accreditation.

7. Cost accounting shall be performed every three years and financial responsibilities of each constituency shall be determined on the basis of the findings, with such responsibilities to be assumed for a three-year period.

8. It is further recommended that all financial support of NCATE-related activities be made available to the Council for the establishment of cooperative, coordinated efforts. To allow any constituent organization to withhold monies to operate programs which duplicate those of the Council is to create a divisive situation.

The preceding recommendations assume that further and more comprehensive study is essential and will be planned in the immediate future.

(End of Report)

X. NEA Report of Position Presented by Melvin Leasure

1. There shall be an NCATE Council in the ratio of 10 AACTE representatives, 10 NEA representatives, and 5 other representatives, with the governing authority for NCATE.

2. There shall be an Executive Committee of the Council which shall perform those functions assigned to it by the Council. (This implies the dissolution of the Coordinating Board.)

3. The development, the adoption, and the administration of NCATE Standards shall be under the authority of the Council.

4. There shall be a three-year study under the aegis of the Council on the ongoing administrative and policy functions of NCATE designed to cover the problems and issues raised by the constituents with annual reports to the constituents.

5. All constituents of NCATE shall guarantee a one-year notice of withdrawal, both participant and financial.

Excerpts from

REPORT OF THE AACTE-NCATE TASK FORCE ON ACCREDITATION TO THE BOARD OF DIRECTORS, AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, 1973

Margaret Lindsey, Chairwoman

C. Agreements and Disagreements

The following table summarizes the major agreements and disagreements between the AACTE delegates and the NEA delegates to the Work Conference.

Agreements	Disagreements
1. National accreditation of teacher education should be cooperative and non-governmental in nature.	1. AACTE insists that it also should be voluntary; while NEA would go along with this idea for the time being, it is clear that its basic position is that accreditation should be mandatory. This appeared to emerge as an extremely important difference in viewpoint. Whereas AACTE representatives thought of the process as voluntary and consequently one which must be acceptable and helpful to institutions of higher education (so that they will seek and pay for accreditation), NEA representatives appeared to view the process as a means of forcing institutions of higher education to "shape up." Thus they thought of standards being imposed upon institutions (not approved by them), control residing outside of institutions so they could be forced to "improve," elimination of institutional approval of team members, etc.
2. Practitioners should have a major role in accreditation: control, support, standards, evaluation.	2. AACTE insists that practitioner should be defined broadly; NEA assumes that as an organization it represents all practitioners. There also was some disagreement about the extent of involvement.

Agreements	Disagreements
3. A cooperative approach means that constituent groups must be involved.	3. The disagreement arises when one begins to identify which constituencies should be involved. AACTE has proposed that such organizations as ASCD, APGA, and AASA have membership on the Council. NEA, on the other hand, insists that these professionals are represented by them. The NEA position gives them complete control of the practitioners, while the AACTE position dilutes the absolute control of either major organization with persons generally favorable to AACTE positions.
4. Students should be involved in accreditation.	4. NEA insists that students (SNEA equals students) should be involved at every level with the possible exception of the Coordinating Board.
5. There should be greater involvement of the lay public.	5. The disagreement here is not major, though there seemed to be a difference of opinion regarding how lay representatives would be selected.
6. There must be some body (Council) which is the major vehicle for implementing accreditation.	6. The composition of this body is a point of difference. AACTE was willing to go as far as 1/3 AACTE, 1/3 NEA, and 1/3 made up of representatives from other groups. NEA's position is reflected in a 10-10-5 formula.
7. There should be some administrative/executive group to which the Council is responsible and which handles general policy and financial matters (Coordinating Board).	7. There is a point of major disagreement regarding whether the evaluative and political functions should be separated (AACTE--yes; NEA--no). NEA insists on duplicate membership, i.e., all members on Board are also members of the Council. There is also disagreement about the composition of the Board. Both AACTE and NEA held to their positions as reflected in membership on the Council (see #6).

Agreements	Disagreements
8. Standards development and revision should be function of the Council.	8. AACTE insisted that standards should be ratified by the institutions of higher education; NEA agreed reluctantly but only if they had the same privilege.
9. Present financing of NCATE is inadequate.	9. The NEA position (supported by all other constituent groups in the Work Conference) is that higher education should carry the major financial load. AACTE sought to distribute the load. If NEA's demands were met, apparently it would be ready to contribute approximately $50,000 to the next year of operation beginning January 1, 1974. In addition, it would set aside a sum (estimated at $30,000) which it would use to train its members for participation in accreditation. There is no indication that NEA intends to contribute anything to the 1973 operation excepting travel and maintenance costs of its representatives to participate in accreditation affairs.
10. Current processes used by NCATE in applying standards need study and revision.	10. No major disagreements.
11. There should be further study of accreditation: structure, purpose, standards, process.	11. No major disagreements.

Excerpts from

PRACTICING TEACHER INVOLVEMENT IN TEACHER EDUCATION

Report of the Task Force to the Fifty-second Representative Assembly, National Education Association
1973

Minnie W. Koblitz, Chairwoman

The charge to this Task Force as stated by action of the 1972 Representative Assembly:

> . . . shall establish guidelines for achieving the involvement of practicing teachers in undergraduate level teacher preparation programs. Such committee or commission shall be composed of representatives of higher education and teacher practitioners. Such committee or commission shall prepare a written report to the 1973 NEA Convention.

A. Overview--Teacher Education

The Task Force discovered a great deal of agreement about the necessity of involving the practicing teacher in preparation programs. It was also discovered that, with few exceptions, much of such involvement is patronizing and dehumanizing to the practicing teacher. Practicing teachers are bored with admonitions and futuristic threat-loaded predictions about teacher education. What they crave is action now based upon established justice and intelligence.

For example, why should it be so rare for practicing teachers to be involved in the continuing development of professional preparation? What is now the exception should be the standard mode.

Why are teachers assigned student teachers in addition to an already maximum teaching load? Why should a profession continue to accredit preparation institutions that would allow this to happen? Why don't teachers, through their associations, have a greater voice in this?

The initial preparation of teachers should be the responsibility

of the teaching profession[3] at large, and not the province of any particular segment of the profession. However, the Task Force found that, with a few exceptions, such preparation is controlled largely by higher education. In turn, these institutions are controlled by the forces of certification requirements and accreditation standards.

Some school districts are beginning to assume more responsibility for initial preparation of their own teachers. To move initial teacher preparation from one jurisdiction to another, however, would do little to produce the needed interdependent conditions for the advantage of the teaching profession. The Task Force views the preparation of teachers as a responsibility of the total teaching profession. To assume this responsibility requires that specific segments of the profession be assigned appropriate roles through the legal machinery of the state. In short, means must be found to achieve professional governance.

The implications of such professional responsibilities are complex and largely untested theoretical concepts and, thus, beyond the scope of the charge to the Task Force. Nevertheless, the Task Force believes that the professional college should be the integrating institution for initial preparation of teachers. However, the training functions of such colleges should be field-based.[4] Therefore, these professional colleges should share this responsibility with the larger entity called "the teaching profession." Colleges have responsibility for teacher preparation only because legislatures have delegated it to them. This delegated authority must be redistributed among the various segments of the profession. Surely, preservice and in-service teacher education should be more integrated. The missing component is most often the professional association and its members.

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[3] The teaching profession is defined for purposes of this report as those professional personnel who provide specifically assigned educational services in a variety of organizations, agencies, and institutions; whereby each professional performs individual and interdependent roles, but all directed toward the common goal of services to the learner.

[4] Field-based teacher education for purposes of this report refers to preparing teachers in the setting of a school whereby practicing teachers are involved in a joint endeavor with the preparing institutions.

Guidelines for Guaranteeing the Involvement of Practicing Teachers in the Initial Preparation of Teachers

Guideline #1

Initial teacher preparation will be based in colleges of education approved by the respective states and accredited nationally. However, professional courses and/or learning experiences of prospective teachers must be taught or directed jointly by college personnel and qualified practicing teachers, as approved by their own associations.

Guideline #2

Each state will establish a centralized system of accredited field centers, integrated with respective preparation institutions, in selected public school districts which meet specific criteria established by the teaching profession. These centers must provide sequential field experiences for prospective teachers, beginning early in training and culminating in a year's internship following a bachelor's degree.

Guideline #3

State teachers associations will promote and support the creation of legal professional standards boards[7] designed to govern policies for--

1. The licensure of teachers.
2. The procedures, including due process in its most effective form, of revocation or suspension of license.
3. The review of waiver of any certification requirements.
4. The accreditation and state approval of teacher preparation programs, including field centers.
5. The training of practicing teachers for the supervision of student field experiences and internships.
6. The development of suggested programs, studies, and research designed to improve teacher education, including advanced education of teachers.

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[7] NEA has developed a Model Teaching Standards and Licensure Act designed to give the various states guidance in this regard. Some ten state associations have introduced some form of licensure legislation.